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# **КОММУНИКАЦИИ В МУЛЬТИКУЛЬТУРНОМ ОБЩЕСТВЕ**

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# АКТУАЛЬНЫЕ ПРОБЛЕМЫ ПРИКЛАДНОЙ ЛИНГВИСТИКИ И СОЦИОЛИНГВИСТИКИ

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## ЯЗЫК ИЛИ ДИАЛЕКТ: ПРОБЛЕМА ЯЗЫКОВОГО СТАТУСА (НА ПРИМЕРЕ ОЛЬСТЕРСКОГО ШОТЛАНДСКОГО ЯЗЫКА)

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**Аннотация.** Данная статья обращается к проблеме языкового статуса современных миноритарных языков Европы на примере ольстерского шотландского языка. Несмотря на то, что он является официально признанным самостоятельным языком в рамках Европейской хартии региональных языков, или языков меньшинств, его статус до сих пор остается спорным. Исследование показывает значимость языкового статуса для этнолингвистической витальности языка, тем самым определяя дальнейшие перспективы его ревитализации и/или сохранения.

**Ключевые слова:** миноритарные языки, языковой статус, ольстерский шотландский язык, лингвистическая типология, этнолингвистическая витальность.

## A LANGUAGE OR A DIALECT: THE PROBLEM OF LANGUAGE STATUS (THE CASE OF ULSTER SCOTS)

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**Abstract.** This paper addresses the problem of language status of modern European minority languages on the example of Ulster Scots. Though it is officially recognized as a minority language by the Europe-

an Charter for Regional or Minority Languages, its status still remains a debatable issue. The study shows the significance of language status for the level of ethnolinguistic vitality of a language, thus defining its further perspectives of revitalization and/or maintenance.

**Keywords:** minority languages, language status, Ulster Scots, linguistic typology, ethnolinguistic vitality.

## **Introduction**

The study focuses on the problem of language status of modern European minority languages and the measures in the field of language policy required for their successful revitalization and maintenance. The case of Ulster Scots is taken as an example of a minority language with an ambiguous status. Despite being officially recognized as a minority language of the United Kingdom by the European Charter for Regional or Minority Languages (ECRML), it is still considered as a dialect or a subdialect of Scots or English by some scholars and native speakers (Montgomery 1999; Kirk 2008; Hickey 2012) due to the peculiarities related to its origin and historical development.

The relevance of the study is determined by the growing interest of scholars and politicians in modern minority languages and the theory of ethnolinguistic vitality for various reasons – scientific, social, and political. Although the theory originated in the late 1970s (Giles 1977), it has come into focus in minority language studies during the recent decades.

The paper addresses the problem of differentiating between a language and a dialect in the field of linguistic typology and provides an overview of key approaches to it on the example of Ulster Scots. In addition, it proves the significance of the variable of language status within the ethnolinguistic vitality theory.

The purpose of this study is to examine the problem of language status in relation to modern minority languages in order to introduce new empirical material to minority language studies and to analyze the effectiveness of language policy of the United Kingdom.

## **Methodology**

The study is based on the analysis of legal documents and factual data (ECRML, The Belfast Agreement, population census, etc.) to examine the problem of language status within the theory of ethnolinguistic vitality. Ulster Scots language guides, glossaries and dictionaries are used to assess the level of development of its written norm.

## Results

The results of the study show the importance of the status variable in the ethnolinguistic vitality theory and illustrate how it influences further development of a language on the example of Ulster Scots.

Historically, Ulster Scots originated as a language of Scottish settlers who came to the territory of modern Northern Ireland at the beginning of the XVI<sup>th</sup> century. Unfortunately, its written tradition was lost, making it difficult to revive, develop and spread its written norm.

Structurally, Ulster Scots possess a wide range of phonological, lexical and grammatical features to be recognized as a language. Its functions, however, are currently limited to domestic communication, thus resulting in its low status both among its speakers and members of the outgroup.

Apparently, granting Ulster Scots the legal status of a minority language has greatly contributed to its ethnolinguistic vitality level. However, these measures are yet insufficient. One of the possible ways to enhance its status is to develop a universally recognized written language norm accepted by native speakers, thus increasing the range of its functions and its presence in the linguistic landscape of Northern Ireland.

## Conclusion

The case of Ulster Scots hasn't yet received enough attention from scholars involved in minority language studies. Thus, the study of Ulster Scots contributes to extensive research of practical cases required to implement effective measures in the field of language policy. Moreover, it can be further extrapolated on other minority languages currently undergoing the process of revitalization, or having similar features to Ulster Scots in terms of their origin, historical development, level of ethnolinguistic vitality, and language status.

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## **ЯЗЫКОВЫЕ ФУНКЦИИ БАСКСКОЙ НЕФОРМАЛЬНОЙ ФОРМЫ ОБРАЩЕНИЯ *HIKA* В СОЦИАЛЬНЫХ СЕТЯХ**

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**Аннотация.** Авторами представлены результаты анализа использования в чатах Instagram баскской неформальной формы обращения *hika* среди студентов университетов, которые редко используют эту форму. Как оказалось, частотность употребления формы обращения *hika* можно рассматривать, используя типы переключения языковых кодов Гумперца (1982) и предложенную Якобсоном (1960) лингвистическую модель речевой коммуникации, состоящую из шести компонентов.

**Ключевые слова:** компьютерная коммуникация, *hika*, переключение языковых кодов, Instagram.

## **THE LANGUAGE FUNCTIONS OF THE BASQUE INFORMAL FORM OF ADDRESS *HIKA* IN SOCIAL NETWORKS**

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**Abstract.** Based on Instagram chats we analyse the use of the Basque informal form of address *hika* among university students who seldom use this form. Although difficult to establish a consistent pattern, the use of *hika* turns out to be similar to that of code-switching and may be examined through the lenses of Gumperz's (1982) conversation func-

tions of code-switching and Jakobson's (1960) six functions of language.

**Keywords:** computer mediated communication (CMC), *hika*, code-switching, Basque, Instagram.

## Introduction

Like many other languages, Basque also distinguishes between the formal and the informal form of address. In the case of Basque, the formal form is called *zuka*, and the informal, *hika*. *Hika* has a very rare characteristic: the addressee's gender is encoded in the verb even when he or she is not an argument in the sentence. *Hika* is not only but mostly used in very Basque-speaking rural areas and is considered "the most pragmatically salient marker" (Echeverria, 2003: 407) of vernacular Basque, "the key marker of solidarity" (Echeverria, 2003: 400).

The use of the Basque informal form of address *hika* has gone down in the last decades. It is nowadays a marked characteristic even in areas where it remains relatively healthy and its condition is especially vulnerable among women (Muguruza, Bereziartua & Etxeberria, 2020).

Alberdi's (1994) thorough study on *hika* established the patterns Basque speakers follow to choose one or other form of address. Most criteria deal with features such as sex, age or degree of familiarity, but in our study we mostly notice contextual factors that trigger its use within the same relation. Thus, in general Basque speakers stick to either the formal (*zuka*) or the informal form of address (*hika*) while speaking to the same person, and it is in fact uncommon to switch forms of address within the same conversation. However, a speaker can occasionally use *hika* for expressive reasons: a couple can address in *hika* to each other for humorous purposes in a festive atmosphere or when joking, and a mother can use the informal form with her son if she wants to feel closer to him.

Most studies have focused on traditional, prototypical *hika* speakers but generally ignore how it is actually used in the 21st century by the wide range of non-prototypical speakers. Besides, these studies are based on the reported use of *hika*, but seldom measure its real use. In this study we will look at electronic media communication among young people and their use of address forms in Basque. Thus, many authors have focused on the use of code-switching in Computer-mediated Communication (see Androutsopoulos, 2013), and we will specifically examine *hika* use.

## Methodology

24 students from three different universities of the Basque Country were recruited with the aim of analyzing their language ideologies and practices in social networks. They downloaded their Instagram and Facebook productions (2009-2019) and sent them anonymously.

In this specific study we picked out the only participant who used *hika* significantly, and carefully read all her Instagram chats during six years to detect all *hika* productions and examined them in depth. This participant is a 20-year-old female, her mother tongue is Basque, studies Basque studies, and comes from a very Basque-speaking town where *hika* is still spoken especially among male adults.

## Results

The participant that used *hika* the most only employed it intermittently, and out of 1,870 Instagram conversations only in about 80 can we see some form used by either our participant or her friends.

In general terms, the use of *hika* is restricted to a sentence at the most, and it is rarely used in discourse. But, in spite of the scarce use of the informal form, the examination of these forms allows us to analyse the results from two perspectives: linguistics and sociolinguistics.

From a linguistic viewpoint, most forms are in present tense, i.e., the most common forms. Some other forms are either incorrectly chosen or directly do not exist even in the paradigm of the local variety. Our participant also does not respect the syntactic restriction of not using *hika* forms in subordinate clauses, which is a common feature among the youngest generations. And we observe a predominance of masculine forms, sometimes even when the addressee is a female. As for the sociolinguistic analysis, we noticed a general lack of consistency, which makes it difficult to form a clear pattern as to when the participant decides to switch to *hika*. However, based on the six functions of language proposed by Jakobson, we could identify four of them: the directive and integrative function, the expression function, the phatic function, and the poetic function.

## Conclusion

The scarce, inconsistent and often incorrect use of *hika* in Instagram chats is a clear reflection of the delicate health of the Basque informal form of address. Within this participant we observe a use of *hika* that would probably not be acceptable according to the traditional canon for the aforementioned reasons. Nonetheless, we saw its use can be explained by other authors' categorisation of language functions, and there-

fore *hika* still seems to fulfill a meaningful role among this profile of Basque speakers.

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### ФОНОЛОГИЧЕСКИЕ ОСОБЕННОСТИ ФИЛИППИНСКОГО АНГЛИЙСКОГО ЯЗЫКА

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**Аннотация.** Задача исследования состояла в описании особенностей фонологии филиппинского английского языка с позиций плюрицентрического подхода. Как показали результаты, фонология филиппинского английского языка отражает взаимодействие таких факторов, как родной язык говорящих, степень изучения и уровень преподавания английского языка на Филиппинах, а также речевая ситуация, в которой находятся коммуниканты.

**Ключевые слова:** фонология, филиппинский английский язык, инклюзивный, сегментарный, надсегментарный.

# THE PHONOLOGICAL FEATURES OF PHILIPPINE ENGLISH ACROSS SPEAKERS OF THE 13 MAJOR LANGUAGES

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**Abstract.** This study aimed at providing an inclusive and pluricentric approach in describing the features of Philippine English (PE) phonology. It can be argued that PE phonology somehow reflects the interplay of various factors such as the speakers' mother tongue, the English language learning and teaching in the Philippines, and the speech situation that they find themselves in

**Keywords:** phonology; Philippine English; inclusive, segmental, suprasegmental.

This study aimed at providing an inclusive and pluricentric approach in describing the features of Philippine English (PE) phonology. The investigation included two native speakers of each of the 13 major languages in the Philippines: Tagalog, Kapampangan, Pangasinan, Ilocano, Bicol, Cebuano, Hiligaynon, Waray, Tausug, Maguindanaon, Maranao, Chavacano, and Kiniray-a. Of these two speaker representatives, one was a university official while the other one was an administrative staff, with a total of 26 research participants. In order to gather the needed speech samples, the speakers were asked to perform the reading aloud from the list of words and sentences as well as spontaneous verbal tasks. The data obtained were then transcribed and analyzed to illustrate the segmental (*vowels* and *consonants*) and suprasegmental (*stress* and *intonation*) features of PE.

Based on the results, the PE variety has a smaller inventory of its phonological units. The vowel system is considerably reduced because of the weakened vowel length distinction while consonants are neutralized since fricatives are generally collapsed.

Additionally, PE is characterized by rightward shift and penultimate stress, while its intonation contours are comparable with the other Englishes except that all types of questions receive a rising intonation. This investigation concludes that Philippine English (PE) has a smaller inventory of phonological units in terms of its vowels and consonants. Its

vowel system is considerably reduced as it is characterized by weakened vowel length distinction. Moreover, neutralization of sounds in PE is evident not only on its vowels but also in the consonants since its fricatives are generally collapsed. Furthermore, PE displays rightward shift and penultimate stress that have been observed in most varieties of English particularly in the ASEAN region. Additionally, its intonation contours are comparable with the other Englishes except that PE speakers have the tendency to overgeneralize the rules in the English language.

Thus, it can be argued that PE phonology somehow reflects the interplay of various factors such as the speakers' mother tongue, the English language learning and teaching in the Philippines, and the speech situation that they find themselves in.

Since Filipinos have other languages in their repertoire, they are not solely dependent on the English language in their linguistic production. In this case, they come with two internalized phonology as they orally produce the English language. And similar with the other Englishes in the world, most of the PE features are found in the phonological system of the Philippine languages. This could be considered as a manifestation of interlanguage performance in which the production of the second language is being facilitated by the speaker's first language. It has long been argued that following the conventions of the native language to arrive at the second language production is a natural occurrence among speakers of outer and expanding English varieties.

Moreover, the spelling pronunciation phenomenon, the tendency to pronounce all the letters in a word, continues to characterize the Filipino speakers of the English language due to the manner in which English is learned in school. Such trend has been found to be a shared feature among new Englishes particularly in the ASEAN region. In the Philippines, the existence of spelling pronunciation does not come as a surprise especially that the English language is primarily taught and learned in school in which Filipino teachers themselves have spelling pronunciation. Hence, the tradition of the said linguistic phenomenon continues – and will continue – to manifest in the English verbal production.

Additionally, Filipino speakers of English tend to overgeneralize the rules of the English language as it is mainly learned in the classroom, with the help of books and other learning materials, where linguistic conventions are strictly emphasized.

# АНАЛИЗ НЕВЕРБАЛЬНОЙ КОММУНИКАЦИИ НА МАТЕРИАЛЕ РУССКО-АМЕРИКАНСКОЙ ПРОЗЫ

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**Аннотация.** По данным Алана Писа (2004) и многих других исследователей, невербалика составляет 55-65% от общего объема коммуникации, поэтому ее значение как во внутрикультурном, так и в межкультурном контекстах достаточно велико. Таким образом, развитие невербальной компетенции учащихся является важным аспектом обучения межкультурной коммуникации. Статья, основанная на анализе прозы русско-американской писательницы Лары Вапняр, демонстрирует комплексный метод интерпретации невербальных сигналов.

**Ключевые слова:** невербальная коммуникация, проксемика, сарториальный язык, русско-американская литература.

## DISCUSSING NONVERBAL COMMUNICATION THROUGH RUSSIAN AMERICAN FICTION

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**Abstract.** According to Alan Pease (2004) and many other scholars, nonverbal communication accounts for 55-65 percent of total communication volume, so its significance both in intracultural and intercultural contexts is quite high. Therefore, developing nonverbal awareness in students is an important aspect of teaching intercultural communication. Focusing on a short story by Russian American author Lara Vapnyar, this paper demonstrates a comprehensive way of interpreting nonverbal signals.

**Keywords:** nonverbal communication, proxemics, sartorial language, Russian American literature.

## **Introduction**

Nonverbal communication has been recognized as a very important field in intercultural studies since the publication of such groundbreaking studies as Edward T. Hall's *The Silent Language* (1959) and *The Hidden Dimension* (1966) as well as Ray L. Birdwhistell's *Introduction to Kinesics* (1952) and *Kinesics and Context* (1970). Hall famously explored the concepts of space and time as fundamental channels to perceive the environment and transfer messages. Birdwhistell empathized that human gestures are polysemic and context-dependent and argued that all body movement must be interpreted in connection with other elements of communication. Julius Fast (1970) and Allan Pease (1981) also demonstrated the power of kinesics (gestures, postures and other corporeal movements) in their eponymous bestsellers concisely named *Body Language*.

Later on Rom Harré (1994), Horst Ruthrof (1997), Christine Hardy (1998) and others developed the theory of corporeal semiotics and psychology, which argued that human body can transmit both verbal and nonverbal information, the latter being the foundation of worldviews and linguistic meanings. These studies enabled the scholars to fully realize how culture-specific body language is. For example, Dr. Grigory Kreydlin and his team compiled a dictionary of Russian gestures (2001).

## **Methodology**

The primary methods include those described by Edward Hall, Alan Pease and Kate Fox, who discusses the use and misuse of sartorial language in her study of the English behaviour (2004). With this background, the paper focuses on Lara Vapnyar's short story "The Talk of the Bus Stop" (2004) and demonstrates how Americans of different ethnic origins interact nonverbally via spatial relations (proxemics), semiotics of colours and clothing styles (sartorial language) as well as through perception of smell (olfaction) and taste (gustics).

## **Results**

This analysis clearly shows how interrelated and powerful the different channels of nonverbal communication are and how they can be effectively used both in intracultural and intercultural settings.

## **Conclusion**

The paper provides an example of a comprehensive analysis that can be applied to various materials (written, audiovisual, multimedia) to increase awareness of nonverbal communication. The special potential for such analysis lies with contact literatures defined by Braj Kachru as lit-

eratures created in non-native language (1986) and recently referred to as translingual literatures (see, for example, Wanner, 2011). By origin, this writing comes out of at least two ethnic backgrounds and creates a special space of intense intercultural interaction. Translingual fiction has become most prominent both in immigrant nations such as the United States and in postcolonial world, so it definitely deserves scholarly attention as a unique intercultural phenomenon.

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## **ГЛОБАЛЬНЫЕ МЕТРИКИ ДВИЖЕНИЙ ГЛАЗ КАК КОРРЕЛЯТЫ УРОВНЯ ВЛАДЕНИЯ ИНОСТРАННЫМ ЯЗЫКОМ**

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**Аннотация.** Исследование специфических паттернов движений глаз, отражающих читательский навык, остается одним из актуальных направлений современной психолингвистики. Целью данного исследования является анализ особенностей движений глаз при чтении текстов на иностранном языке русскоязычными студентами. Были обнаружены тесные корреляции между глобальными метриками движений глаз и оценкой «глобального» уровня владения иностранным языком. Таким образом, оказалось, что глобальные метрики движений глаз отражают уровень владения иностранным языком.

**Ключевые слова:** айтрекинг, компетенция, чтение, иностранный язык, глобальные метрики

## **GLOBAL EYE MOVEMENT MEASURES AS THE CORRELATES OF L2 PROFICIENCY**

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**Abstract.** Research of specific patterns of eye movements, which reflect the reader's proficiency, remain one of the current trends in modern psycholinguistics. The current study is aimed at analyzing the peculiarities of eye movements when reading English (L2) texts by Russian-speaking students. Close correlations between the global metrics of eye movements and the score on the 'global' level of L2 were found. Thus,

the global eye movement measures appeared to reflect the L2 proficiency level.

**Keywords:** eye tracking, proficiency, reading, L2, global measures.

## **Introduction**

The study of eye movements in the reading process has a long history. Beginning with the classical works of K. Rayner, the well-known correlates of subjective complexity of the process of reading were clearly identified: an increase in the average fixations' duration, an increase in the total reading time and total number of fixations, and others (Rayner, 1998). Furthermore, cognitive processes involved in text comprehension can be studied through analyzing global eye tracking measures (Raney et al., 2014).

Nowadays it is obvious that reading a text in a foreign language (L2) can be considered as a context with relatively high subjective complexity (Brevik et al., 2016). Thus, it can be assumed that the level of subjective complexity of the readable material directly depends on the reader's proficiency in L2.

## **Methodology**

The participants' proficiencies in L1 (Russian) and L2 (English) were measured with C-tests. The C-test provides the assessing of different types of linguistic knowledge at the micro- and macrolevels and is also reported as exceptionally reliable and valid. The L1 C-test was created according to the guidelines in (Cook et al., 2016). For the L2 C-test, four texts taken from (Babaii & Ansary, 2001) were used.

21 Russian-speaking students took part in the experiment. All of them scored high on L1 C-test (more than 90% of the maximum score). The range of success rate in L2 C-test was 34-97.5%.

The eye-movements were recorded with the help of SMI-High Speed Tracker 1250. The sampling rate was set to 500 Hz. After passing 9-point calibration the participants continued with reading L2 texts (the stimuli used in (Liversedge et al., 2016)).

The two global eye movement measures were taken for the correlation analysis: fixation duration and fixation count. A text was taken as a unit of analysis.

## **Results**

It was revealed, that both global eye movement measures are highly correlated with the score for L2 C-test. Thus, for the fixation duration  $R = .58$  and for the fixation count  $R = .70$ . Therefore, the higher the pro-

iciency in L2 is, the fewer fixations are made and the shorter these fixations are during reading texts in L2.

### **Conclusion**

The global eye movement measures appeared to reflect the L2 proficiency level. Consequently, this pattern can be used to develop automatic tools for determining the level of L2 proficiency by eye movement analysis.

### **ACKNOWLEDGEMENTS**

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## **СОВРЕМЕННЫЕ НОВОСТНЫЕ ИСТОРИИ КАК МУЛЬТИМОДАЛЬНЫЕ ДИСКУРСИВНЫЕ ПРАКТИКИ**

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**Аннотация.** Статья посвящена выявлению специфики стратегического использования значимых лингвистических ресурсов в современных новостных сообщениях в мультимодальной среде. Результаты исследования демонстрируют многофункциональный характер сочетания языковых средств и визуальных компонентов при описании того или иного события в прессе и обращении к целевым

аудиториям по всему миру. Вербальные и визуальные элементы обладают высоким конструирующим потенциалом и влияют на восприятие сообщения.

**Ключевые слова:** английский язык, глобализация, мультимодальность, медиадискурс, новостные истории, новостные ценности.

## CONTEMPORARY NEWS STORIES AS MULTIMODAL DISCURSIVE PRACTICES

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**Abstract.** The article is aimed at identifying the specificity of the strategic usage of meaningful linguistic resources in contemporary news stories in a multimodal environment. The findings of the study demonstrate a multifunctional nature of the combination of linguistic choices and visual components in describing a particular event in the press and addressing target audiences around the globe. Verbal and visual elements possess a high constructive power and influence the perception of the message.

**Keywords:** English, globalization, multimodality, media discourse, news stories, news values.

### Introduction

Modern research trends in linguistics are characterized by the increasing interest in the social nature of language. The resources of language possess high pragmatic, stylistic, and sociocultural potential, and they are combined in a particular way in accordance with the goals of communication. Today, in the age of globalization, linguistic resources are not fixed or tied to a particular area, but have become trans-local means of cross-cultural interaction (Blommaert, 2010). In this context, the English language dominates different discourses due to its unique role and status of the language of international communication (Crystal, 2003; Pennycook, 2010). English is the main language of addressing massive target audiences within the global information space.

The era of globalization has given rise to new discursive practices and interaction patterns. It has greatly affected our life in general, as it “is restructuring the ways in which we live, and in a very profound

manner” (Giddens, 2000, p. 22). The development of information technologies and the high role of information have contributed to the growth of media discourse comprised of such types of media texts as news, commentary, features, and advertising (Dobrosklonskaya, 2005, p. 32).

At the same time, the new communicative practices are characterized by diverse interweaving forms of interaction. The coherence of texts and discourses is created not only through verbal/written means of communication, but rather with the help of the multimodal environment they are built into.

News discourse represents a major discursive practice, since, while possessing all the basic features of a text, news forms the content and structure of the modern information space (Dobrosklonskaya, 2008, p. 5). Although the study of news has been continuing for a few decades, there is a need for an inter-disciplinarian approach to its analysis, especially considering the transformations which news discourse has been undergoing lately.

### **Methodology**

The theoretical framework of the study is based on the concept of language as a set of semiotic resources (Blommaert, 2010), the understanding of discourse as a form of social action (Fairclough, 2006), and discursive news values analysis (Bednarek & Caple, 2017). Linguistic features which help describe a situation in the news from a chosen perspective construct it as a ‘newsworthy’. The factors defining the newsworthiness of events are called ‘news values’, among which the following major categories are distinguished: ‘negativity (and conflict), impact (consequence, significance, relevance), superlativeness (size, scale, scope), proximity (geographical, cultural nearness), timeliness (recency, currency), unexpectedness (and unusuality), eliteness (prominence, elite status), personalization, consonance (expectedness, typicality), and aesthetics (visuals only)’ (Bednarek & Caple, 2017, p. 53). The study analyzes a corpus of 50 news reports selected from electronic editions of British and American newspapers and magazines covering the period from 2015 till 2020.

### **Results**

Media discourse in general and news stories in particular are affected by the global transformations tied to the growth of information flows and the development of communication technologies. As a result, news is becoming a multimodal polydiscursive practice, which impacts the way it is delivered and perceived. The combination of text and pictures,

their arrangement and style, accompanied by the blending of different genres like fiction and journalism within a news story makes it a complex dynamic type of discourse. Moreover, the language of newspapers has become less formal than previously, as there is a tendency for the usage of colloquial phrases, contracted forms, and elliptical sentences typical of informal settings. Questions addressed to the audience, allusions, and quotations actively involve the reader in a dialogue with the author of the article. The reader-oriented style of writing transforms this type of discourse, traditionally categorized as institutional, into a hybrid discursive practice due to the elements of personal discourse present.

### **Conclusion**

The findings of the study add to the emerging research on the dialectical relationship of language and social practice in an increasingly globalized and polarized world. Multimodality is considered to be an essential dimension of research, as a comprehensive analysis of verbal and visual resources combined provides new insights into the ways in which news stories function today.

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# ОБУЧЕНИЕ ПО ОБМЕНУ НА ФИЛИППИНАХ: ИЗУЧЕНИЕ ОПЫТА ЯПОНСКИХ СТУДЕНТОВ И ИХ ПРЕДПОЧТЕНИЙ

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**Аннотация.** В статье анализируется опыт четырех японских студентов, проходивших обучение на Филиппинах. Автор, используя в качестве основы концепт «желание» (Делёз и Гваттари, 1983; Мота и Лин, 2014; Такахаши, 2013) и постструктуралистский подход Делеза, изучал то, как участники исследования шли к реализации своих желаний во время обучения за границей. Входные данные были получены с помощью онлайн-анкеты и двух интервью. Были также использованы соответствующие школьные сертификаты и документы.

**Ключевые слова:** обучение за границей, концепт «желание», Филиппины, японские студенты, постструктурализм.

## STOP-OVER STUDY ABROAD IN THE PHILIPPINES: MULTIPLE CASE STUDIES OF JAPANESE ADULTS AND THEIR DESIRES

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**Abstract.** This present multiple case study investigates four Japanese adults' study abroad (SA) experience in the Philippines. Drawing on the concept of desire (Deleuze & Guattari, 1983; Motha & Lin, 2014, Takahashi, 2013) and Deleuzian poststructuralist perspective, I examine the participants' desires pursued and actualized through their SA experience in the Philippines. Data was generated through an online questionnaire and two semi-structured interviews. A collection of the school-related documents was also collected.

**Keywords:** study abroad, desire, the Philippines, Japanese learners, poststructuralism.

Study abroad (SA) is traditionally imagined and produced as ideal environments for second language learning due to abundant exposure to

interactions with expert speakers who speak the target language as a first language (Kinginger, 2009; Kubota, 2016). Despite the predominant perception of what SA offers to L2 learners, the last decade witnessed an increasing trend in SA, wherein English learners first go to Southeast Asia then to a Western English-dominant country (e.g. Canada) (Jang, 2018; Kobayashi, 2018). This “stop-over” SA in Southeast Asia, where the target language is spoken primarily as a second language, has gained popularity especially among Korean and Japanese EFL learners although little is yet known about this unorthodox SA. Furthermore, while many studies generate data during the time of the SA, post-SA narratives remain unexplored, despite its potential in revealing the (in)significance of their experience. By investigating the learners’ retrospective accounts on their SA, this study investigates the following questions: What made their stop-over in Southeast Asia before heading to their ultimate destination desirable? Furthermore, to what extent has the experience of the stop-over SA (re)shaped these learners’ desires and imagined futures?

This present multiple case study investigates four Japanese adults’ study abroad (SA) experience in the Philippines and Canada, primarily focusing on their “stop-over SA” in the former destination. Drawing on the concept of desire (Deleuze & Guattari, 1983; Motha & Lin, 2014) and Deleuzian poststructuralist perspective (Jackson & Mazzei, 2012), I examine the participants’ desires pursued and actualized through their stop-over SA. Data was generated collaboratively between participants and the investigator (myself) through an online questionnaire and two semi-structured interviews. A collection of the school-related documents were also collected. The interviews were conducted in Japanese, and the translation of the data to English will be considered as a part of the analytical process. The translation is aspired to be conducted with the assistance of a bilingual researcher, following the procedure presented by Thompson and Dooley (2020). The participants’ accounts will be represented in narratives guided by Barkhuizen, Benson, and Chik (2014).

My preliminary findings suggest that the Philippines was often described as a temporarily desired place to concentrate on studying with hardly any temptations; “there is nothing to do but to study in the Philippines.” In addition, the participants situated the desirability of SA in the Philippines within the in-class English learning experience (i.e., one-on-one lessons) enabled by cheap labor costs and teaching approaches manipulated by Japanese or Korean school owners. Despite the different

motives and desired futures imagined among the participants, their accounts align with the existing literature wherein SA in Southeast Asia is perceived and produced as a stop-over to their ultimate Western destination (Jang, 2018; Kobayashi, 2018).

This present study should contribute to the ongoing conceptualization of untraditional SA pursued in Southeast Asia. In particular, the investigation of Japanese adults' desires in both non-Western and Western contexts, will be a contemporary addition to the existing literature on their desires conceptualized in relation to their longing for the West and their pursuit of the Other: native speakers of English (Fujita, 2009; Kelsky, 2001; Takahashi, 2013). Furthermore, this study will respond to the recent development of desire as a critically informed conceptual framework (Motha & Lin, 2014; Takahashi, 2013; Sharma, 2020). Through the exploration of desires in relation to the participants' SA experience, this research will also shed light onto local "realities" of private TESOL industry in the Philippines and how the schools function within and reproduce the system of global hierarchy of geographical economies and linguistic varieties.

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## **МАРГИНАЛИЗАЦИЯ РЕГИОНАЛЬНЫХ ЯЗЫКОВ В ИНДИЙСКОМ ГОРОДЕ ДЖАМШЕДПУР**

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**Аннотация.** Данное исследование посвящено маргинализации языков в районе города Джамшедпур в Индии, где наблюдается отход от использования местных языков в пользу хинди. Как отмечается, использование лингвистического подхода Бурдые (Бурдые, 1991) помогает оценить влияние одного языка на другой. Согласно результатам исследования использование хинди дает больше возможностей и является более престижным, чем использование местных языков.

**Ключевые слова:** смена языка, подход Бурдьё, город Джамшедпур, хинди, официальный язык.

## **MARGINALIZATION OF REGIONAL LANGUAGES IN JAMSHEDPUR CITY OF INDIA**

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**Abstract.** The present study is centered on the marginalization process of language in the Jamshedpur area of India. In the language interplay, a decline of local languages under the dominance of Hindi is being observed. At this juncture, the Bourdieusian approach (Bourdieu, 1991) of linguistic capital throws light to comprehend one language's influence on another. Results suggest that embracing Hindi renders a user greater power and prestige than their regional counterparts.

**Keywords:** Language shift, Bourdieusian approach, Jamshedpur, Hindi, official language.

### **Introduction**

The present study is centered on understanding the marginalization process of rural mother tongues spoken in the city of Jamshedpur in the Jharkhand state of India. The speakers consider Hindi as the official language of the state as their linguistic capital, which symbolizes power and prestige for them. Since its foundation in 1919, Jamshedpur is surrounded by a multitude of rural areas, with the natives speaking at least six languages other than Hindi. It is found that the linguistic situation of the area is seeing a gradual change as more and more people prefer using the trade language Hindi in daily works.

### **Methodology**

The theoretical approach adopted for the present study is based on the Bourdieusian approach (Bourdieu, 1991) of language and symbolic power. The study serves to answer the following objective questions:

- i) What is the linguistic situation of Jamshedpur?
- ii) What factors govern the language choice among the local people?
- iii) What is their standpoint on language choices made by them?

Data has been collected via audio-recording from 35 respondents, and a number of predesigned questions were posed to them, such as:

- i) How many languages prevail in their verbal repertoire?
- ii) When and how did they acquire or learn different languages?
- iii) To which language does each respondent identify themselves with?
- iv) How does each language in the participants' verbal repertoire help them tackle their different personal and professional chores?
- v) How do people around these participants behave and react when they employ different languages based on the necessity?

The fieldwork conducted for the study extended over a period of three months for approximately three days in a week. To address the pertinent objective questions, respondents were selected from five different locations. These locations were purposefully targeted as they represent an amalgamation of multiple linguistic communities co-habiting in one place. The thirty five respondents were selected based on their availability and their ability to employ at least three different languages in their daily communication.

The answers received for different questions were transcribed and then batched according to the three objective questions of the study. This was done to process and shape the records entailing a deductive method befitting a specific investigatory agenda (Jenks, 2018:123).

### **Results**

The data analysis highlights the existence of variegated languages in the verbal repertoire of Jamshedpur. The linguistic assortedness is due to the distinct background of the people settled in the region. The variety of languages prevalent in the area is Hindi, Oriya, Bengali, English, Different tribal languages, Mother tongues from other Indian states. However, the most frequently employed language to meet daily necessities among the respondents is Hindi, which is also the official language of the Jharkhand state in India.

Based on respondents' experiences, Hindi stems as the most preferred language of conversation due to reasons like:

- i) An assumption of Hindi as the national language, which is a misconception.
- ii) Regional languages do not facilitate a conversation with the dominant linguistic groups.
- iii) The fear among the regional language speakers of being misunderstood or misinterpreted.

iv) Schools in the vicinity playing a significant role in encouraging the use of Hindi, which becomes an integral part of the younger generations' day to day conversation.

On the basis of the respondents' experiences, the motivation for the extensive use of Hindi in Jamshedpur stems from the sense of acceptance among the dominant linguistic groups, better economic opportunities, representation of Hindi speakers as well-read, knowledgeable, and intellectual, which in turn yields the speakers' respect, and the sense of pride which boosts their confidence.

Hindi's popularity in the region and the marginalization of local languages result in regional language shift since local languages are not encouraged in the school curriculum. This has also led to the cultural gap among different generations of the same community. At the same time, there is less interest among younger generation members towards traditional festival celebrations and other cultural practices. However, people resorting to dominant language have highlighted that since groups are becoming more homogeneous linguistically, there emerges efficiency as people communicate in a common language. There is less confusion during interaction among people belonging to different linguistic groups.

### **Conclusion**

Although a common language results in greater efficiency as it reduces confusion, yet other regional languages should also get a linguistic environment for proper thriving. The official language, along with other regional languages, must thrive and co-exist without confrontation. For this, steps should be taken to include local languages in the school curriculum, which encourages the younger generation to voluntarily learn and use their heritage languages along with the dominant languages. Scripts should also be developed so that the language can survive and get transmitted in the written form too.

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# АДАПТАЦИЯ ПЕРЕВОДНОЙ ЛИТЕРАТУРЫ: ИССЛЕДОВАНИЕ ИСТОРИИ РЕЦЕПЦИИ ПОЭМЫ ЭДВАРДА ЮНГА «НОЧНЫЕ МЫСЛИ» В РОССИИ

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**Аннотация.** В статье исследуется адаптация элементов переводной литературы в оригинальных произведениях русских авторов как последний этап литературной рецепции. Целью статьи является изучение форм заимствования в работах русских авторов через исследование переводов поэмы Эдварда Юнга «Ночные мысли» в России и её дальнейшую рецепцию.

**Ключевые слова:** межкультурные связи, литературные связи, история перевода, сравнительное литературоведение, Эдвард Юнг.

## ADAPTING FOREIGN LITERATURE IN THE RECEIVING CULTURE: STUDY OF EDWARD YOUNG'S "NIGHT THOUGHTS" HISTORY IN RUSSIA

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**Abstract.** The article is about the adaptation of the foreign literature in the original literature of the receiving culture, as the final stage of literature reception. The aim of the study is to define the extent of translations influence on further interpretation of the original work in the receiving culture, using the example of Edward Young's poem "Night thoughts" translations and further reception in Russia.

**Keywords:** intercultural relationships, literature connections, history of translation, comparative literature, Edward Young.

## **Introduction**

The article is about the adaptation of the foreign literature in the original literature of the receiving culture, as the final stage of literature reception, having absorbed the influences of the most well-known translations. The current study of the British-Russian connections in literature define relevance of this work. The dialogue of cultures and literatures in particular is one of the basis of intercultural communication, which attracts interest of many study fields. (Roberts, 2011) The historical aspects of translation and further development of the English literature features in the Russian literature are a very good example of the complexity of the intercultural relationships and dialogues of culture. (Bassnett and Lefevere, 1998) These relationships are studied using the example of the history of translation and further reception of Edward Young's poem "Night thoughts" in Russia. An overview of the previous stages, including the first stages of literal translation, and translating poetry in prose, free poetic translation, usage of the intermediary translations and their influence on the further reception is given.

## **Methodology**

The methods that the authors used include comparative and conceptual analyses of the original poem, earlier and later translations, and the original works of the Russian authors. The images, motifs, themes and narrative that remain the heritage of the English poem were analyzed. The analysis allows the authors to come to the following conclusions:

## **Results**

The theme of Night is the central one in the poem and in its translations and later interpretations. It not only defines the time of the main character's monologue, but also constitutes the structure of the poem: each night represents a part of the poem and a specific theme. First in translations, and then in literature adoptions in the Russian literature, its image becomes intensified and sometimes exaggerated.

The theme of Death is another important element of Young's work adaptation in the Russian literature. Having been regarded as a part of a philosophical essay, as Young's poem was perceived in the first translations, it has been developed up to extreme rebellious poems by Lermontov. Young's innovation in Death's representation lied in the fact that

the concept of Death was contemplated by an ordinary man, which was a rare representation of the concept. In the latest stages of its adaptation

it develops from a melancholic philosophical representation of early sentimentalism in the translations to the frightening grotesque image of romanticism.

Sleep is another motif, which had developed through translations and adaptations from insomnia and desire to forget everything and get comforted by it to its representation in the form of nightmares.

The scenery, which includes the Moon, the silence, the darkness and has different representations. The Moon becomes an animate object, a companion for the main character, which remains a sympathetic listener of a main character through the majority of translations and adaptations.

The main character also undergoes certain changes from a suffering “ordinary man” of the original, which was also a breakthrough in the representation of the philosophical concepts contemplations, through a much more emotional character in translations, to a rebellious man of the latest romantic interpretation.

### **Conclusion**

The results of the study show that translations after becoming popular and well known in the receiving culture, then become a part of the national literature and the distinguishing features of the original, interpreted in the translations, become reinterpreted in the original literature of the perceiving culture. The significance of the study lies in its contribution to the understanding of the complexity of the foreign literature reception process, which leads to the transformation and rebirth of the main elements of the original work in a new culture.

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# **КАК ЭФФЕКТИВНО ВЗАИМОДЕЙСТВОВАТЬ НА АНГЛИЙСКОМ ЯЗЫКЕ КАК ЛИНГВА ФРАНКА: ОБЗОР ОЦЕНКИ УМЕСТНОСТИ ПРОСЬБЫ В ЭЛЕКТРОННОЙ ПЕРЕПИСКЕ**

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**Аннотация.** В статье рассматривается оценка прагматической уместности речевого акта просьбы, выраженной носителями английского языка в электронной коммуникации. Электронные письма были оценены по критерию уместности также носителями английского языка разного происхождения. Основываясь на восприятии рецензентов, можно сделать вывод, что оценка коммуникативного поведения основывается на ситуативных переменных, а не на нормах их родного языка. Таким образом, воспроизведение речевых актов как ориентированное на достижение цели поведение и отвечающее социальным ожиданиям следует применять при обучении английскому языку как лингва франка.

**Ключевые слова:** прагматика, английский язык как лингва франка, социопрагматическая оценка, преподавание языка.

## **HOW TO COMMUNICATE EFFICIENTLY IN ENGLISH AS A LINGUA FRANCA: A SURVEY ON THE APPROPRI- ATENESS ASSESSMENT OF EMAIL REQUESTS**

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**Abstract.** This article focuses on the pragmatic appropriateness assessment of email requests written in English by non-native speakers. The emails were assessed in terms of their appropriateness and efficiency by non-native speakers of English with different language backgrounds. Based on the assessors' perceptions, we can conclude that their

scores are more biased by contextual restraints than by their native language norms. Thus, the speech act production as a goal-oriented behaviour based on social expectations should be addressed in teaching English as a lingua franca.

**Keywords:** pragmatics, English as a lingua franca, sociopragmatic assessment, language education, efficient communication.

## Introduction

The development of pragmatic competence is an important and ontologically complex issue lying in the field of educational linguistics. It has already been explained elsewhere that the ability to interact effectively and appropriately in various communicative situations is challenging for teaching given the intrinsic variability of socio-pragmatic tendencies. Nonetheless, a certain body of studies emphasised a significant role of explicit instructions and “guided discovery” procedures in raising learners’ awareness of a contextual variation and perlocutionary effects of pragmalinguistic choices (Alcon Soler & Martinez-Flor, 2008; Ishihara & Cohen, 2010; Tatsuki & Houck, 2010; Cohen, 2020). Moreover, empirical studies, which stem from the contrastive tradition of cross-cultural pragmatics (Blum-Kulka *et al.*, 1989), prove the existence of norms and standards of what is appropriate and acceptable in a certain socio-cultural context.

However, there is still a number of problematic issues that teachers may seek to address in the ESL/EFL teaching. The first concerns a sociolinguistic fluidity of English as a L1 with different national and regional varieties, which becomes utterly unlimited when non native speakers are involved. Furthermore, there is no need to imitate a dominant linguistic model given the spread of English worldwide (Santipolo, 2016). Being a tool of international communication, the English language does not have a static system of sociopragmatic rules that users can conform to. Therefore, the fragmented and enriched English as a lingua franca prompts a requirement to raise awareness of situational variables to be used by speakers from different sociocultural backgrounds for effective communication (Björkman, 2011; Cogo & Dewey, 2012), both from the “inner circle” and from the “expanding circle” (Kachru, 1985).

Based on the assumption that mixed backgrounds prompt to prioritize efficiency over authenticity and “nativeness” (Taguchi & Ishihara, 2018), the aim of this study is to explore the perception of appropriate-

ness of students' emails written in a context of English as a lingua franca.

### **Methodology**

This is a data-driven qualitative empirical study of the appropriateness assessment. First, fifteen Italian students' emails addressed to their English course professor were collected. Secondly, the assessment grid was designed and proposed to non native English speakers with different L1 in order to assess the sociopragmatic appropriateness and communicative efficiency of the emails. Therefore, both the subjects of the study and the assessors are non native speakers using English as a lingua franca.

### **Results**

Although the assessors were expected to be biased by their native language pragmatic norms, the inappropriateness and inefficiency of email requests seem to be more situation- than culturally-based. This result has important practical implications for language teaching as it calls for a more attentive awareness-raising procedures for intercultural encounters in English as a lingua franca with a focus on a goal-oriented behaviour.

### **Conclusion**

This study gives an interesting insight into a non essentialist understanding of culture which is fluid and situated in a social practice. It should promote the awareness of a situational context and interlocutors' roles rather than propose a set of pragmatic norms. In such a way learners are trained against a stereotyped linguistic behaviour when making interactional choices.

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## ЛИНГВИСТИЧЕСКАЯ ИНТЕРФЕРЕНЦИЯ ПАЛЕСТИНСКОГО ДИАЛЕКТА АРАБСКОГО ЯЗЫКА И СОВРЕМЕННОГО ИВРИТА

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**Аннотация.** Автором отмечается, что определенность как семантический признак соотносится с абстрактностью, универсальностью и различиями между счетными и несчетными существительными и выражается неопределенными или определенными артиклями в современном (израильском) иврите, в отличие от палестинского диалекта арабского языка. Автор дает анализ восприятия определенности молодыми носителями палестинского арабского языка возрастной группы от 24 до 30 лет. Как показало исследование, представители этой возрастной группы на начальном этапе изучения современного иврита ощущали недостаток в понимании абстрактных и родовых существительных.

**Ключевые слова:** определенность, номинальное определение, овладение языком, счетные слова, универсальность.

# MUṬALLAṬ ARABIC/ HEBREW INTERFERENCE IN DEFINITENESS MARKING: A CASE STUDY IN LANGUAGE ACQUISITION

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**Abstract.** Definiteness correlates with abstractness, genericity, and mass-count noun distinction and is expressed by in/determinative articles in Contemporary Israeli Hebrew (CIH), yet not in Muṭallaṭ Arabic (MA, Palestinian Arabic). I analyze acquisition of CIH definiteness system among young MA speakers (YMA, aged 24-30). MA influence on CIH is task-related, positively correlating with written media and low textual references. YMA speakers early acquire the lack of determination in CIH abstract and generic nouns, later in mass nouns.

**Keywords:** definiteness, nominal determination, language acquisition, countability, genericity.

## Introduction

Definiteness correlates to a cluster of cross-linguistically variable, scalar semantic properties, among which are countability (mass/count noun distinction), inclusiveness, and abstractness (Abbott, 2004).

These may be expressed by in/determinative articles and pronouns, as in English (Chesterman, 2005) and Contemporary Israeli Hebrew (CIH; Danon, 2001). This is not the case across Arabic varieties, where the in/determination correlates with information triggering (Jarrah, 2016), and abstract, generic, and mass nouns are determined. The same holds true also for Muṭallaṭ Arabic (MA), a Palestinian Arabic variety spoken by elders over age 65 in central Israel (Jastrow, 2004).

Due to the striking difference between CIH and MA semantics of definiteness and the different functions of the definite article in each language, the situation of young speakers of Muṭallaṭ Arabic (Young Muṭallaṭ Arabic, YMA), between ages 24 and 30, graduates of Tel Aviv University, bilingual in YMA and CIH, is particularly interesting.

## Methodology

I set out to test whether YMA influence on the CIH definiteness system is task-related, checking how 30 YMA speakers (15 women/15 men) used the CIH determinative article (*ha-*) in three types of individu-

al tasks: 1) sentence completion with needed definite articles (two series of 20 CIH sentences, oral and written; from Liu and Gleason, 2002); 2) translation from Arabic into CIH of two 10-line texts (oral and written); 3) text production in CIH (written, five sentences, and oral, 90 seconds) on a given topic.

### **Results**

Results show that YMA influence on CIH is task-related, positively correlating with the written medium and the smaller quantity of textual references. The highest rate of YMA influences on CIH was in written sentence completion, followed by the written translation task. Oral production on a given topic produced the lowest rate of YMA interference, followed by its written version. As for YMA–CIH semantic divergences in definiteness criteria, lack of determination in CIH abstract nouns is acquired early and solidly by YMA speakers. YMA speakers use determination in several generic statements and common sayings where CIH does not require it. The most difficult criterion is countability, as unlike YMA mass nouns, CIH mass nouns do not require determination.

### **Conclusion**

I proved that YMA competence in assessing definiteness in CIH as a second language is task-related and that different semantic categories correlating with CIH definiteness and nominal determination show different degrees of complexity for YMA speakers: abstractness is easier than genericity, and both are easier than countability. The cross-linguistic validity of this hierarchy of semantic complexity remains to be tested.

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# **ОБУЧЕНИЕ ИНОСТРАННОМУ ЯЗЫКУ В МУЛЬТИКУЛЬТУРНОМ ПРОСТРАНСТВЕ**

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## **ГЕЙМИФИКАЦИЯ В ОБУЧЕНИИ АНГЛИЙСКОЙ ГРАММАТИКЕ В ЭЛЕКТРОННОЙ СРЕДЕ**

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**Аннотация.** Вопрос использования элементов геймификации является важным для оценки работы студентов на расстоянии, поскольку электронное обучение становится все более широко распространенным среди образовательных организаций по всему миру. Следовательно, необходимо предоставить учащимся полезные и интересные способы обучения, пока в электронной среде отсутствует личный контакт между учителем и учеником. Таким образом, данная статья направлена на анализ того, как геймификация может быть полезной при изучении грамматики английского языка с использованием дистанционных технологий.

**Ключевые слова:** электронное обучение, электронная среда, геймификация, грамматика английского языка.

## **GAMIFICATION IN LEARNING ENGLISH GRAMMAR IN E-ENVIRONMENT**

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**Abstract.** This appears to be an important issue to assess students work at a distance, since e-learning has become increasingly common and well accepted among educational organisations all around the world. Therefore, it is necessary to provide students with useful and in-

interesting ways to study, as long as e-environment lacks face-to-face teacher-student contact. Thus, this paper is aimed at analyzing how gamification might be rewarding in studying English grammar in the e-environment.

**Keywords:** e-learning, e-environment, gamification, English grammar.

## **Introduction**

Nowadays in most of the universities in Russia LESL is held through different telecommunication applications such as Skype and Zoom, lecturers face the necessity to look for the ways to enhance the ways of teaching different aspects of English to boost student's motivation and help them to achieve. One of such ways can be gamification.

Gamification, game-based learning or play-based learning refers to a type of game play with clear and defined learning outcomes. It means employing well-designed digital and non-digital games to stimulate learners' language, critical-thinking and problem-solving abilities.

There are several surveys on the topic of gamification in the field of education that report positive results among students. For instance, a survey of organizational behaviour students' perceptions ( $n = 124$ ) investigated how participating in a gamified course motivated student overall and examined the individual effect of specific game elements. [Chapman, Rich, 2018: 3] There is a research demonstrating positive effects in promoting short-term and long-term vocabulary learning, facilitating reading and listening comprehension, increasing motivation and engagement, decreasing anxiety and fostering interactions among learners. [Zoe, Huang, Xie, 2019: 4]

Therefore, the objectives of this study are to evaluate the importance of gamification among students of elementary/pre-intermediate level of English in studying grammar on the basis of "English Grammar in Use" by Raymond Murphy, 4<sup>th</sup> edition/Intermediate level and to show how gamification elements might be used in the process of LESL.

## **Methodology**

The participants of this investigation are the first-year students of Russian National Research Nuclear University "MEPhI".

Gamification elements such as leaderboards, points and consequences were used in teaching grammar. I divided students into the teams of 4 with 3 students each and gave each of the team 2 tasks to complete. The reward upon each successfully completed task was points that teams

could accumulate. The amount of points depended on the amount of the total tasks given or on the amount of the successfully completed tasks. Minimum amount of points to get a satisfying mark at the end of the lesson was 5/6, the maximum amount of points ranged between 16 and 18.

The tasks included 2 different sentences for each student in the team. Students had to be prepared to say what time tense must be used in each sentence and speak about the formation and use of the time tense. They were given 2 minutes to think and discuss inside the team which they could do in the conference chat or by means of a different application which they had. Each student could receive 3 points for his answer, a point for the sentence and two more points if he was able to answer my additional question. Thus, if we take as an example from English Grammar in Use” by Raymond Murphy, 4<sup>th</sup> edition/Intermediate level, Unit 9, exercise 9.2 sentence 3 (the task is to write question for each situation), the sentence is: You meet a friend in the street. His face and hands are very dirty. You ask: (What / you / do?). The possible student’s answer is: “What have you been doing? Student then has to explain the rule and answer an additional question.

### **Results**

I had a chance to check if game-based practice worked when students had their mid-term exam. It was surprising that five of the twelfth weak students managed to answer almost all of the questions on the card, whilst additionally explaining all of the rules in English. The remaining five students were successful in passing their mid-term exam by answering all questions given in their cards, the other two students did not succeed because they had missed their English classes more than several times. In the other group students seemed to find it difficult to explain their answers or give the correct response, even though I had explained the rules before to both of the groups of the students.

### **Conclusion**

In conclusion it must be said that gamification in LESL is a useful tool for every teacher who wants to boost students’ motivation and make students believe in themselves, whilst also making the learning process more interesting and rewarding for them. Moreover, distance learning does not give an opportunity for students to communicate and learn about each other; therefore gamification is a great way to gather students together in a team, enabling them to share their knowledge and information which they have. Therefore, gamification must undoubtedly

be developed and used more frequently in ESL online or offline classrooms.

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### **О ВАЖНОСТИ СОЦИОКУЛЬТУРНОЙ КОМПОНЕНТЫ ПРИ ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ В СИСТЕМЕ НАЧАЛЬНОГО ОБРАЗОВАНИЯ ИСПАНИИ**

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**Аннотация.** В данной статье представлен анализ результатов исследования, целью которого было выявить мнения педагогов в связи с введением практики изучения культуроведческих аспектов на занятиях по английскому языку как иностранному в системе начального образования в школах Испании. Как отмечается, учителя школ положительно относятся к изучению иностранной культуры, привнося изучение социокультурных аспектов на уроках англий-

ского языка, что способствует формированию и развитию межкультурной компетенции учащихся.

**Ключевые слова:** социокультурная компетенция, английский язык как иностранный, культура, точка зрения педагогов, мнения обучающихся.

## **THE INTRODUCTION OF CULTURE IN ENGLISH AS A FOREIGN LANGUAGE TEACHING IN SPANISH PRIMARY EDUCATION**

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**Abstract.** This research aims at studying teachers' views on the introduction of culture in their teaching practice. Our results revealed that they adopted a positive attitude towards foreign culture. Besides, they also tried to introduce cultural aspects in their tuition, trying, thereby, to foster sociocultural competence among their students. The results of the research could be useful for the design of educational curricula as they show teachers' practices.

**Keywords:** sociocultural competence, English as Foreign Language, culture, teachers' views, students' views.

### **Introduction**

Sociocultural competence is now a relevant part of foreign language teaching since it has been recently fostered by different policies and standards. The Common European Framework of Reference for Languages (CEFR) has included sociocultural competence as one of the essential competences in foreign language teaching and learning. Therefore, a growing amount of literature related to the topic has aroused.

Nevertheless, there is a scarcity of research in regard with teachers' views on the introduction of culture in English as a Foreign Language (EFL) classrooms, particularly in Primary Education. To our knowledge, there are only three studies that looked into the topic in Spain. One of them delves into secondary teachers' perceptions about culture (Méndez García, Castro Prieto, and Sercu, 2005-6). A different one explores secondary teachers' and students' attitudes in the Canary

Islands (Clouet, 2012) and, finally, research with primary school teachers has been conducted in Córdoba (Andalusia, Spain) (Pérez, Gómez, and Serrano, 2017).

In this vein, the present study aims at investigating EFL primary school teachers' from La Rioja (north of Spain) views on the introduction of culture and sociocultural aspects in their teaching practice, as well as their students' perceptions of the foreign language and culture.

### **Methodology**

The research was carried out with fifteen EFL teachers who worked in the third level of primary education (5<sup>th</sup> and 6<sup>th</sup> form) in public-funded schools in la Rioja (Spain).

The participants were asked about their views on the inclusion of sociocultural competence in their teaching practice and their students' perspectives about the foreign culture by means of an online questionnaire.

This instrument was designed using google.doc and adapted from a previous study (Méndez García et al., 2005-6). The questionnaire is divided in three parts: it combines closed questions and a set of open ones. Closed questions are built using a 5-point Likert scale ranging from 'never' to 'always'. Percentages, pie graphs, and qualitative explanations are used to present the findings of the present study.

Although, as abovementioned, the questionnaire was divided into three sections, the present study primarily focuses on the second one which revolves around the inclusion of culture in EFL lessons.

### **Results**

Our data proved that teachers were prone to introduce topics related to lifestyle, traditions, or hobbies. Besides, teachers seemed to bring their own culture-related experiences to the English classroom and the pieces of news they have found about culture in the media. In this sense, not only did they introduce their own experiences, but also, they supported the students' initiative to share their views in relation to culture. This led teachers to adopt a communicative methodology in their teaching. In addition, they normally worked with interactive activities to show intercultural situations.

In addition, teachers stated that they tended to make use of multimedia resources to illustrate cultural aspects in their teaching practice. Thus, they mostly opted to introduce foreign people or realia in their lessons as much as possible.

It is particularly relevant the way they sometimes presented foreign cultural realities that do not have a direct equivalent in Spanish culture. In this regard, despite the diversity of responses, it could be inferred that they showed a positive trend in this respect. Something similar happened with the introduction of “New Englishes” in order to escape from the traditional British and American English dichotomy.

Finally, there was a consensus on our informants’ contribution to foster students’ awareness on the diversity of foreign languages and cultures.

### **Conclusion**

Given the scarcity of research on the topic, this study provides new insights on the introduction of sociocultural traits in primary school education. Besides, it could be valuable for EFL teachers and curricula designers as it provides facts and figures of current EFL teaching practice. Further research could be carried out in the other levels of primary and secondary education in the region of La Rioja to obtain a wider knowledge about the inclusion of sociocultural knowledge in EFL in compulsory education.

Finally, further studies could be also implemented in multilingual regions to compare the results and ascertain whether multilingual contexts influence teachers’ and students’ perceptions on culture.

### **ACKNOWLEDGEMENTS**

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## **РАЗВИТИЕ МЕЖКУЛЬТУРНОГО ОБРАЗА МЫШЛЕНИЯ У СТУДЕНТОВ ИЗ МОНОКУЛЬТУРНЫХ СООБЩЕСТВ**

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**Аннотация.** Статья посвящена проблеме развития межкультурного образа мышления у современных студентов, выходцев из монокультурных сообществ, в процессе изучения английского языка как иностранного (English as a Foreign Language). Для достижения поставленной задачи используется бесплатный онлайн-инструмент Kialo Edu, предназначенный для проведения дебатов, цель которых - развитие способности к сотрудничеству, критическому мышлению, решению проблем и рассмотрению различных точек зрения. Представлены результаты опроса студентов одного из японских университетов по данной проблеме.

**Ключевые слова:** английский язык как иностранный (English as a Foreign Language), межкультурный, Kialo Edu, дебаты.

## **HELPING STUDENTS FROM MONOCULTURAL SOCIETIES DEVELOP A 21ST CENTURY INTERCULTURAL MINDSET**

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**Abstract.** We explore a blended approach to helping English as a Foreign Language (EFL) students from monocultural societies develop a

21<sup>st</sup> century intercultural mindset. The approach features Kialo Edu, a free online tool designed for rational debate as a means to develop the ability to collaborate, think critically, problem solve, and consider diverse viewpoints. We survey first-year Japanese university students to describe their beliefs regarding the approach.

**Keywords:** EFL, CALL, intercultural, Kialo Edu, debate.

## **Introduction**

Two objectives of the Japanese Ministry of Education, Culture, Sports, Science, and Technology (MEXT) are for the younger generation of Japanese citizens to overcome the ‘inward tendency’ of isolating themselves from global society and tackle the challenges of a more globalized world (2011). In a critical analysis on elementary EFL textbooks, Efron (2020) states that textbooks primarily focus on Japanese culture while relying on brief, shallow introductions of other cultures without any meaningful classroom activities that can assist students with attaining an intercultural language education.

Kubota (2017) writes that the Japanese policies and practices of language education “have been influenced by monolingual, monocultural, and monoethnic ideologies that resist heterogeneous understandings of language and language speakers.”

Historically, Japan has resisted globalization as it potentially leads to cultural homogenization and it has resisted English as it potentially leads to linguistic domination (Hashimoto, 2007). Japan is a monocultural society as classrooms comprise mainly ethnic Japanese. Thus, students lack opportunities for positive student to student multicultural interactions.

Intercultural competence is defined as the aptitude for behaving and communicating in situations with people of other cultures (Deardorff, 2006) and the ability and willingness to interact with people who speak other languages effectively and appropriately (Byram, 2013). Developing intercultural competence is important because it fosters understanding and respect for all cultures. Intercultural competence is complex and multifaceted, Deardorff (2011) argues that there are five attributes of intercultural competence, one of which is attitude – foundational to intercultural development.

For the purpose of this study, we focus on attitude. We define an intercultural mindset (ICM) is an openminded and positive attitude towards other cultures. To help students to develop ICM, they need oppor-

tunities to research and discover other viewpoints or perspectives. In the Japanese EFL context, we expand the existing literature by helping students jointly develop ICM and 21<sup>st</sup> century skills. 21<sup>st</sup> century skills comprise critical thinking, tech literacy, collaboration, and problem-solving.

The tool that mediates development of 21<sup>st</sup> century ICM is Kialo Edu, a free online debate application designed for rational debate. In the extended addition of this paper, we detail how Kialo Edu can assist with critical thinking and problem-solving skills in terms of Bloom's revised taxonomy. Students use Kialo Edu collectively to organize ideas on debate topics such as nuclear power plants, immigration, and gender equality by researching various viewpoints from reliable sources of information on the internet from cultures and countries of their choice. They post these viewpoints on Kialo Edu and create an argument tree, a collection of ideas for and against the debate proposition. By doing so, we believe it fosters an intercultural mindset. We argue that by researching, collecting arguments, creating cross-examination questions, and adding refutations on Kialo Edu fosters critical thinking skills. Lastly, we believe that as students interact with Kialo Edu and participate in online research, they develop greater tech literacy. At the end of class, students think about possible solutions to solve these problems in Japan.

## **Methodology**

We plan to survey three debate classes of 20 first-year Japanese university students by using a mixed methods questionnaire. The questionnaire focuses on what students think about the approach and the extent to which they believe that the approach helps them to develop 21<sup>st</sup> century ICM. We collect quantitative data using online survey software with a 7-point Likert scale and analyze the data by using descriptive statistics.

For the qualitative aspect of the survey, students describe how the approach can be improved. We analyze the qualitative results by using an inductive approach to thematic analysis. We extrapolate student-generated themes by reading responses, categorizing, and identifying popular responses. By doing so, we highlight some of the approach's limitations and explore ways to improve it using their responses.

## **Results**

We collect and analyze them in mid-November.

## Conclusion

We acknowledge the fear Japan has of English language's linguistic and global dominance. By encouraging students to research a variety of viewpoints from countries and cultures of their choice including their own, the approach can be an effective approach to developing a positive attitude towards people of other cultures and countries. More rationale will be provided in the extended version of the paper.

The practical implication of our study is to explore a potential blended approach that helps EFL instructors to jointly teach both 21<sup>st</sup> century skills while encouraging an ICM. The significance of our research is contributing to the field of computer-assisted language learning by utilizing Kialo Edu software to help students develop 21<sup>st</sup> century ICM.

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# ОБУЧЕНИЕ АКАДЕМИЧЕСКОЙ И СПЕЦИАЛЬНОЙ ЛЕКСИКЕ С ИСПОЛЬЗОВАНИЕМ КОРПУСНОЙ ЛИНГВИСТИКИ

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**Аннотация.** В данной статье представлены результаты применения корпусного подхода к обучению академической и специальной лексике студентов, изучающих английский язык как иностранный. Подход к обучению использует непосредственное обращение к языку для улучшения языкового восприятия, отказ от опосредованных ресурсов (учебники, словари и учителя) и создание глоссария, адаптированного к учебным потребностям учащихся. Глоссарий охватывает не только лексико-грамматические значения слова, но и его функции и сочетаемость. Полученные данные доказывают, что использование корпуса улучшает разговорные навыки, навыки чтения и письма.

**Ключевые слова:** корпус, корпусные технологии в обучении, обучение иностранному языку, английский язык для специальных целей, упражнения с использованием лингвистического корпуса.

## CORPUS-BASED TEACHING ESP AND ACADEMIC VOCABULARY

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**Abstract.** In this paper we propose a method to study academic vocabulary as well as English for specific purposes vocabulary for ESL students. The method is based on using and building specialized corpus resources. The research made proves that using corpora enhances and

develops the level of language awareness. That is of high importance for mastering conversational, reading or writing skills.

**Keywords:** corpus, corpus linguistics, corpus-based approach, teaching a foreign language, corpus-based exercises.

## **Introduction**

In this paper we propose a corpus-based method to enhance academic and ESP vocabulary. The problem of using corpora in teaching has been developed by many language educators for more than a decade. A number of articles prove the urgency of research. Since 2019 Google Scholar web search engine provides 17100 hits when searching for ‘corpus-based teaching of vocabulary’ and only 1220 while searching for the articles on the same field but in the Russian language. Various ways of using corpora were considered: to master the use of collocations, prepositions (Gena R. Bennett, 2010), to trace the use of discourse markers (K.Beeching, 2014) or numerous exercises to enhance language awareness (Shi, 2017). However, those methods are still not widely used in Russia. Moreover, relatively small number of articles describing corpus-based teaching uses it for teaching ESP and academic vocabulary.

The results of the poll we have taken among peer teachers and lecturers show that more than two thirds of respondents are unaware of advances of corpus-based linguistics and corpora integration in EFL classrooms. Some scientists pointed at the lack of pedagogical experiments and the necessity of building specific corpora (Youssef A., 2020, Gorina O.G., 2014, Sysoyev P.V. 2010). The time is ripe for the corpus-based teaching to be part of the curricula of trainee teachers and refresher courses for foreign language teachers as the given method is a problem-based one that makes the process of knowledge acquisition active and more personified.

We also worked with “do-it-yourself” corpora which are rarely if ever used while teaching English for specific purposes. With the wide range of exercises designed by an educator it is much easier for students to take and memorize the stances they use while expressing their positions or taking part in any academic discussion.

## **Methodology**

The given study has followed the experimental method to prove the necessity of applying corpus-based approach to developing academic competence of students on a par with enhancing their critical thinking

abilities and autonomy. That included a placement test, a pretest and a posttest which all the learners had to do.

## Results

The results of the experiment conducted proved that students engaged into corpus-based learning retain the ESP vocabulary much better and their academic reading, writing and speaking skills improve significantly. Thus vocabulary is better learnt through authentic contexts.

## Conclusion

The use of corpus-based approach proved to be of help for educating language and cultural awareness of the students. All the exercises used in the study may be used for further training courses to enhance ESP/academic vocabulary and concordancing skills. We also consider it expedient to include the work with corpora into the curricula.

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## МУЛЬТИЛИНГВАЛЬНОЕ ОБУЧЕНИЕ В ПОЛИЯЗЫЧНОЙ СТУДЕНЧЕСКОЙ СРЕДЕ

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**Аннотация.** Статья посвящена изучению проблем мультилингвального обучения в многоязычной школьной среде в Норвегии и России. В проведении исследования приняли участие педагоги, преподающие разные иностранные языки – английский, французский, немецкий, испанский, причем многими применялась системная интеграция процесса соизучения нескольких языков и культур. Отмечается, что в ходе эксперимента участники его использовали методы параллельного обучения нескольким языкам с углублением функций родного языка в процессе изучения иностранных языков.

**Ключевые слова:** мультилингвизм, педагогические практики, изучение иностранных языков, Россия, Норвегия.

## IMPLEMENTING A MULTILINGUAL PEDAGOGY IN INCREASINGLY MULTICULTURAL CLASSROOMS

R. CALAFATO

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**Abstract.** The study investigated the extent to which language teachers in Norway and Russia reported drawing on their and their students' multilingualism as a resource during lessons. The participants reported teaching English, French, German, and Spanish, with many teaching multiple languages. The study's findings revealed that the participants drew on their and their students' multilingualism to varying degrees based on the language they taught, as well as the combination of languages they taught.

**Keywords:** multilingualism, teaching practices, foreign language education, Russia, Norway.

## **Introduction**

With the world order heading towards greater multipolarity, there is a growing awareness among states of the need to promote the learning of multiple languages among their citizens (Raud & Orekhova, 2020). This focus on developing their citizens' multilingualism comes as states seek to forge closer commercial, cultural, and political ties with each other.

Classrooms, too, have become populated with students and teachers from diverse linguistic and cultural backgrounds. In such settings, where teachers and students know several languages, teaching and learning practices can acquire greater complexity for both students and teachers as they navigate their multilingual, multicultural environment (Calafato, 2019).

Traditionally, language education has proceeded along a monolingual paradigm where the use of languages other than the target language is discouraged (Alisaari, Heikkola, Commings, & Acquah, 2019). This model has now started to give way to more linguistically and culturally inclusive modes of teaching, where teachers raise their students' awareness of how languages are interconnected and reinforce each other (Calafato, 2019; Conteh, Copland, & Creese, 2014).

Studies that investigate teachers' practices in this respect, however, have been mostly limited to Europe and have generally prioritized biographic multilingualism (e.g. multilingual immigrants) over acquired multilingualism (i.e. the acquisition of multiple languages through some form of formal instruction or study) (Calafato, 2020a). They have also tended to exclusively explore the teaching and learning of English in multilingual contexts (Calafato, 2019).

Moreover, little attention has been paid to teachers of multiple languages (Aslan, 2015), especially when the languages they teach are not their first language(s) (Calafato, 2020b). The study on which this presentation is based investigated the extent to which teachers of English, French, German, and Spanish implemented multilingual teaching practices in their classrooms while also exploring how the languages they taught reinforced each other in this regard.

## **Methodology**

The study employed the MULTITEACH questionnaire with 517 language teachers from Norway and Russia (Calafato, 2020a). The participants were selected randomly and completed the questionnaire online in either English, Russian, or Norwegian.

## Results

The study's findings indicated that the participants implemented multilingual teaching practices differently based on the language they taught and that certain language combinations reinforced each other more strongly in this respect than did other combinations. The findings also indicated that teachers' evaluation of their ability to teach language aspects and skills played a strong role in determining their implementation of multilingual teaching practices.

## Conclusion

The study has important implications for state policies regarding foreign language education, especially in countries like Russia and Norwegian where students generally learn two foreign languages at school. They also hold significance for how teacher education programs are designed and shed light on the teaching practices of those teaching multiple foreign languages.

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# АВТОЭТНОГРАФИЧЕСКОЕ ИССЛЕДОВАНИЕ ИСПОЛЬЗОВАНИЯ ВИДЕОСВЯЗИ ПРИ ДИСТАНЦИОННОМ ОБУЧЕНИИ

Ф. КИЛИЛЬКАЯ

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**Аннотация.** В данной статье описан один из частных случаев использования видеосвязи при дистанционном обучении. Представлены результаты проведенного автором автоэтнографического исследования. Как отмечается, создание видеопотока требует много времени и усилий инструктора. Помимо этого, в статье освещены и другие проблемы, связанные с передачей видеоматериалов учащимся и наличием совместимых устройств.

**Ключевые слова:** видеосвязь, дистанционное обучение, автоэтнография.

## AN AUTOETHNOGRAPHY STUDY ON THE USE OF VIDEO FEEDBACK IN ONLINE CLASSES

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**Abstract.** The aim of the study is to provide present a highly personalized account to describe the insights into the use of video feedback in online classrooms through an autoethnography study. The results indicated that preparing video feedback required a great deal of time and efforts from the instructor's perspective. The results also show that there appeared several other issues such as sharing these videos with learners and the devices available to view these videos.

**Keywords:** video feedback, online classes, autoethnography.

### Introduction

Providing feedback on learners' competence and performance, whether it is written or oral task, is crucial given that feedback provided through corrections, comments, and suggestions will help learners de-

termine their strengths, and weaknesses (Loewen, 2012; Richards, 2015) and act accordingly to improve their abilities and skills.

Therefore, providing feedback seems to offer many rich potentials for teachers and learners but in many ways, its promises remain largely unrealized or under-realized. Teachers try to make feedback more flexible and affordable for learners during the abrupt shift to online teaching due to the COVID-19 pandemic.

The current state of providing feedback, the medium of feedback, and the quality of feedback is a mixed bag. Some feedback might be well-organized and indicates learner strengths and weaknesses, while other pieces of feedback are poorly-designed and are used poorly. In addition to this, several other issues are to be considered such as how feedback is given and what the opportunities are about the channels through which feedback is rendered (Mory, 2003; Borup et al., 2014). Therefore, practice appears as the concern that we need to raise while reading research on comparing feedback formats given to learners.

### **Methodology**

Using autoethnography methodology, the researcher aimed to present a highly personalized account to describe the insights into the use of video feedback in his online classroom, Materials Evaluation and Adaptation in English Language Teaching. The researcher provided video feedback to the group-work assignments. The data were collected through reflexive journals.

### **Results**

From the researcher's perspective, it is noted that preparing or creating video feedback requires a significant amount of time and effort, especially when teaching large classes. Digital literacy (Falloon, 2020) is also required regarding the skill to create these videos through several tools available on the Internet or learning management systems (LMS). Furthermore, sharing these videos is another issue. That is, it is not that simple to attach videos and send them through email. Created videos, depending on the resolution and quality, may be too large to be sent through email or free cloud-based servers.

From the learners' perspective, it can be stated that learners accessed these videos through certain devices connected to reliable Internet. While current mobile devices, with limited capacities such as screen size, enable learners to access these videos whenever and wherever possible, this might not be valid for all learners as some might not have the-

se devices or they have limited Internet access, leading them to access at home or in their dormitory.

More than this, viewing videos required certain conditions where learners could spare time in a place where they could avoid disturbing others. In such cases, which I believe are not rare, text-based feedback might appear as more convenient and efficient. The reflective journals also revealed that video feedback has certain advantages and disadvantages considering learners' and instructors' perspectives regarding the quality and delivery of feedback.

However, it is not clear or established whether video or text-based feedback leads to more improvement in learners' performance or learning based on the feedback they have received. In other words, in addition to research investigating whether feedback provided in printed and/or digital text or video formats is perceived more positively by instructors and learners in terms of quality and content of feedback (LaFrance & Borup, 2017), effects on learners' performance are what counts.

### **Conclusion**

The discussion of the findings generated from feedback studies rely mainly on instructor and learner reported data, and perceptions are prioritized over empirical research. Therefore, further empirical research is needed to discuss the impact of different feedback formats on learning and teaching practices by investigating how these affect learners' willingness to revise based on the feedback provided in addition to their performance and/or success. Instructors' and learners' experience and practices during the worldwide COVID-19 pandemic can be seen as an opportunity to reconsider the value of video and text-based feedback.

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## **ЗНАЧИМОСТЬ РОДНОГО ЯЗЫКА ПРИ ПРЕПОДАВАНИИ И ИЗУЧЕНИИ ИНОСТРАННОГО**

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**Аннотация.** В этой статье делается попытка понять, как можно применять родной язык во время обучения учащихся иностранному языку.

**Ключевые слова:** иностранный язык, родной язык, преподавание, обучение иностранному языку, родной язык на уроках иностранного.

## **THE MEANING OF MOTHER TONGUE IN FOREIGN LANGUAGE TEACHING AND LEARNING**

**A. LITVINOVA**

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*We mostly learn anything when we relate it to what we already know. This means that students will always translate even if they are*

*told not to. Consequently, it is important to make sure they have the correct translation*

It is well known that graduates of technological specialties are supposed to be fluent in English in order to provide proper professional communication. So, teachers of English face a number of difficulties while educating students. Learners preparing to get a degree in technological spheres find it hard to start speaking English and understand foreign language rules. Our job is to help them.

This paper makes an attempt to understand the value of native tongue in teaching and learning English and also informs on some activities that could help teachers.

In recent years communication approach of studying and learning English as a second language is being used quite often. According to this approach teachers are supposed to speak only English, give clues and use body language a lot, while students are expected to understand everything easily and effortlessly. This idea is based on the fact that young children learn to speak with no dictionaries and grammar rules. They just grasp everything through games and repetitions. But it is a problematic task for an educator, to create life-like situations in the classroom all the time. The other reason why communication approach does not always work is the number of lessons a week. While learning a native language, a child hears and uses it constantly, on continuous bases. It is not the same when a second language is taught.

In my opinion, it is acceptable to use native language in classroom. It is essential that the students feel safe during the lesson. They should be ready to ask for help, explain problems, if necessary. We mostly learn anything when we relate it to what we already know. This means that students will always translate even if they are told not to. Consequently, it is important to make sure they have the correct translation.

It is easier to understand new grammar, as well as new words and phrases when it is explained in a mother tongue. For students learning precise sciences it will be uncomplicated to perceive information through schemes and even formulae.

Moreover, using the mother tongue means that it is possible to do more interesting work and more complex types of activities. One of them is to ask students make sentences with the new words and then read them aloud to each other to translate. This task can help develop memory, attention as well as the listening skills.

There is, of course, a danger in this – that the students will not hear enough English. Every situation is unique, but a general principle might be to try to use English as much as possible.

It is still uncertain for many if use of mother tongue during English lessons is appropriate. On the one hand there are teachers who try to make students use only English in classroom, and on the other hand, there are those who don't use it enough. My view is that we should plan our lessons so that native language helps students understand the language material.

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## ОБУЧЕНИЕ ИНОСТРАННОМУ ЯЗЫКУ СПЕЦИАЛИСТОВ, РАБОТАЮЩИХ В СФЕРЕ НАУКИ И ТЕХНИКИ: ОТ ТЕОРИИ К ПРАКТИКЕ

М. НАУА

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**Аннотация.** В статье представлены теоретические основы преподавания иностранного языка специалистам, работающим в сфере науки и техники. Как отмечается, первоочередной задачей является определение коммуникативных способностей и коммуникативных потребностей обучаемых, а также того, в каких реальных ситуациях данным специалистам придется использовать изучаемый язык.

**Ключевые слова:** потребности обучаемых, наука и техника, разработка учебного плана.

# TEACHING LANGUAGES FOR SCIENCE AND TECHNOLOGY: FROM THEORY TO PRACTICE

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**Abstract.** This paper attempts to provide a theoretical framework for teaching languages in the field of science and technology. This process starts with the specification of the learners' communicative competencies, identifying their communicative needs required for the target language situations where they are supposed to use language for real communicative purposes.

**Keywords:** learners' needs, science, syllabus design, technology.

Teaching languages for science and technology (LST) can be defined as the process of instruction designed for homogenous categories of learners/trainees, who need the language for pursuing their academic topics of specialization, or as a means for communication in their engineering job-related positions.

Since LST focuses on the trainees themselves and the purposes for which they require language, designing appropriate syllabi for these domains should respond to several questions.

How to provide a valid specification of learners' communicative competencies? How to specify the learners' communicative needs?

To what extent do the language tasks in the target domains correspond to their real-world tasks? And finally: What methods through which we can convert learners' needs into programs of study?

This paper attempts to provide a methodological model for teaching languages in the fields of science and technology.

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## **УСТРОЙСТВА ВИРТУАЛЬНОЙ РЕАЛЬНОСТИ В ПРЕПОДАВАНИИ АНГЛИЙСКОГО ЯЗЫКА**

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**Аннотация.** В исследовании рассматриваются задания для изучающих английский язык студентов, разработанные на основе приложений виртуальной реальности, предназначенных для образовательных целей. Описаны общедоступные приложения виртуальной реальности, которые могут применяться в обучении английскому языку. При проведении исследования были применены квазиэкспериментальный и рефлексивный подходы. Описаны результаты, трудности и возможности применения приложений виртуальной реальности в обучении английскому языку.

**Ключевые слова:** обучение английскому языку, VR, upper-intermediate, виртуальная реальность.

## **VIRTUAL REALITY TECHNOLOGY IN TEACHING ENGLISH**

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**Abstract.** The study looks at the activities based on virtual reality applications designed for educational purposes which can be applied in teaching English for upper-intermediate students. The quasi-experimental and reflective approaches were used to conduct the study

and analyze the results. The results suggest students who studied using virtual reality educational applications demonstrated more progress than groups of the same level studying the regular syllabus.

**Keywords:** teaching English, VR, upper-intermediate, virtual reality, application.

## **Introduction**

The virtual reality technology is making an entrance to all spheres. English learning is no exception. There are a number of applications designed for educational purposes ranging for history and geography to biology and art. They can be used to teach English as a second language to students of upper-intermediate levels.

The subject of the study is virtual reality applications for education and activities based on these applications. The aim of the study is to analyse the effect the virtual reality applications and following activities have on students of upper-intermediate level's performance and their progress in the acquisition of the English language. The virtual reality device used in the study is Oculus Go. The applications involved in the study include National Geographic, Discovery, MasterWorks Journey through history and Looking Glass. Apart from regular syllabus the students of the target group were supposed to receive a virtual reality experience and do tasks related to their virtual reality experience. The activities developed on the basis of the applications mentioned above involve rendering, making summaries, vocabulary and grammar exercises, writing adventure stories and essays, exchanging experiences with classmates. The educational applications are not translated into different languages and are in English. Although educational applications used are intended to teach subjects to students whose first language is English, they also can be used to teach English vocabulary to students studying English as a second language. Two groups of students of upper-intermediate took part in the research. The immersive experience the target students received was interactive, exciting and novel in many ways. The novelty and relevance of the study are determined by the lack of studies giving an insight into the ways innovative VR technology can be used for various educational purposes.

## **Methodology**

In order to reach the objective set the quasi-experimental and reflective approaches were implemented. The results of the students' performance were assessed according to the standards of continuous assess-

ment. Afterwards the students' grades were analyzed and compared. The approaches allowed to implement activities and evaluate their effect. After the course enhanced with VR experiences students were offered an evaluation questionnaire to assess the efficiency of the course from their viewpoint and to suggest improvements which might be made in the future.

### **Results**

The results based on continuous assessment are provided and compared to other groups of students of upper-intermediate level. The findings suggest that the target group students demonstrated better in-class performance, a faster acquisition of the vocabulary material and a better engagement. The target students gave a high evaluation of the course and highlighted a better involvement in all the activities and a greater interest in classroom activities.

### **Conclusion**

Activities based on virtual reality technology implemented among undergraduate proved to be second to none techniques that can be implemented in classroom in order to engage students and enhance their English learning experience. A greater interest in the activities offered also contributes to higher efficiency. It is concluded that virtual reality technology can be recommended in a course of English for upper-intermediate students studying English as a second language. The disadvantages, as well as opportunities for further improvement are also discussed in the paper.

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# ВЛИЯНИЕ РЕФЛЕКСИВНОГО ОБУЧЕНИЯ НА РАЗВИТИЕ ПРОСОДИЧЕСКОЙ КОМПЕТЕНЦИИ СТУДЕНТОВ В КУРСЕ АНГЛИЙСКОГО ЯЗЫКА ДЛЯ АКАДЕМИЧЕСКИХ ЦЕЛЕЙ

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**Аннотация.** В статье рассматривается использования приема рефлексивного обучения для развития навыков устной иноязычной речи у студентов инженерной специальности. Особое внимание уделяется развитию просодической компетенции обучающихся, рассматриваемой как необходимая предпосылка успешного профессионального общения. Результаты исследования показывают, что рефлексивное обучение может служить эффективным инструментом ознакомления студентов с просодическим репертуаром научной презентации, критического осмысления преимуществ использования просодических средств, разработки индивидуальной траектории развития просодической компетенции в рамках представления результатов научного исследования на английском языке.

**Ключевые слова:** рефлексивное обучение, просодическая компетенция, английский язык для академического общения.

## IMPACT OF REFLECTIVE LEARNING ON L2 PROSODIC ACQUISITION IN AN EAP COURSE

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**Abstract.** This paper addresses the integration of reflective practices into teaching speaking for academic purposes to NNS engineering students. Special consideration is given to developing learners' prosodic competence viewed as an essential prerequisite for successful professional communication. The results of the study indicate that reflection learning can serve as an efficient tool encouraging students to use appropriate prosodic cues when reporting research results in English.

**Keywords:** reflective learning, prosodic competence, EAP, spoken communication.

## **Introduction**

The learning outcomes of teaching L2 prosody (Council of Europe, 2020) have signaled an important shift from accent reduction to intelligibility when communicating with both native and non-native interlocutors. What has come to the forefront is the speaker's ability to deliver a planned communicative intention in an intelligible way using prosodic keys (Munro & Derwing, 2015; Levis, 2020). Since the paradigm of pronunciation teaching changed, it has become necessary to align instruction with the expected learning outcomes. This leads to a greater focus on the ability to produce meaningful speech and interpret meaning rather than eliminate foreign accent by means of drilling and imitation.

The following factors explain the rationale for using reflective practice for L2 prosodic acquisition:

1) *active nature of reflection*. With the advent of active approach to teaching foreign languages (Council of Europe, 2020), greater emphasis is being placed on the use of strategies engaging students in critical thinking, collaborative problem solving, initiative self-directed and life-long learning (Zee & Minstrell, 1997; Huang, 2010; Vaiyavutjamai et al., 2012; Huang, 2012; Cassidy et al., 2019; Chen, Hwang, & Chang, 2019; Sultana, Lim, & Liang, 2020). It becomes apparent that teaching for intelligibility should promote active learning by making use of reflective scaffolding tools;

2) *the increased value of NNS students' feedback*. Since the responsibility of communication is shared by senders and receivers, teaching for intelligibility promotes the importance of listening (Munro & Derwing, 2015; Levis & McCrocklin, 2018). Unlike in teaching for accent, NNS peer students can now act as potential interactants and their feedback have assumed much greater relevance. The learners' critical thinking about peer performance and reflection on peer feedback fosters the students' ability to use L2 prosodic features to get their message across in an intelligible way (Carless & Boud, 2018);

3) *extra efforts required to internalize the benefits of prosodic competence* in academic or professional communication. Due to the long-term avoidance of teaching pronunciation at a tertiary level (Celce-Murcia, Brinton, & Goodwin, 2014; Levis & McCrocklin, 2018), the reasons to develop prosodic competence are much less obvious to learn-

ers than, for example, the use of grammar or cohesive devices in academic speaking. Instead of deductively informing students about the importance of prosody, teachers are encouraged to use reflective practices to stimulate purposeful learning and build sustainable prosodic skills.

In this paper we present reflective practices (reflection-in-action and reflection-on-action) for effective teaching and indirect assessment appropriate for prosodic training in an EAP course.

### **Methodology**

We use a combination of methods for conducting empirical research, such as interviews, questionnaires, participant observation, visual research, and portfolio data analysis. Each step of the study (diagnosis, instruction, reflecting on instruction) is explained and illustrated with examples from practice.

The study involved 40 undergraduate and graduate level Russian-speaking students of Moscow Institute of Physics and Technology.

### **Results**

The findings show that the suggested reflective practices were efficient in terms of introduction of the learning goals and increase of the learners' awareness about the benefits of L2 prosody in academic and workplace communication. It is thus proven that reflective practices can efficiently mediate L2 prosodic acquisition by NNS engineering students making the learning process more meaningful and rewarding.

### **Conclusion**

The study looked at the current principles of reflective learning in an EFL context and analyzed them against NNS engineering students' needs. We specifically focused on implementing reflective practices for developing L2 prosodic competence – one of the most underrated skills in EAP courses. It is hoped that this paper will provide guidance to EFL practitioners and researchers attempting to integrate reflective practices to design a more comprehensive EAP course.

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tive Action Research to Promote Reflective Thinking Among Higher Education Students. *Procedia - Social and Behavioral Sciences*, 47, 739-744. doi:10.1016/j.sbspro.2012.06.727

## **ИНТЕРАКТИВНЫЕ ТЕХНОЛОГИИ В ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ КАК ИНОСТРАННОМУ**

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**Аннотация.** Иноязычное общение составляет неотъемлемую часть профессиональной деятельности современных специалистов, поэтому весьма важным в процессе обучения английскому языку как иностранному является формирование межкультурной компетенции – способности к межкультурному общению в реальной языковой среде. Показано, что для достижения данной цели эффективно использование интерактивных технологий обучения, которые также помогают разнообразить процесс изучения английского языка и способствуют повышению мотивации к обучению.

**Ключевые слова:** интерактивные технологии обучения, межкультурное взаимодействие, обучение английскому языку как иностранному.

## **INTERACTIVE LEARNING TECHNOLOGIES WHEN TEACHING ENGLISH AS A FOREIGN LANGUAGE**

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**Abstract.** In the age of globalization, different nations and ethnical groups are involved in intercultural communication – a specific type of social relations and connections in multicultural environment among people representing different cultures. It is very important to bring intercultural component to communicative skills in foreign language teaching at non-linguistic universities. Research results show that interactive

learning technologies increase intercultural competence, communicative component and help in acquiring socio-cultural knowledge and skills necessary for effective cross-cultural communication when studying English as a foreign language.

**Keywords:** interactive learning technologies, cross-cultural communication, English as a foreign language.

## **Introduction**

Globalization and the process of integration at national and multicultural levels have affected all spheres of life. Acquiring intercultural competence is a major issue not only in contemporary Russia, but in many countries, especially in big cities and megalopolis where high school students with different cultural, ethnical, and moral principles are educated and interact.

It is vital for young specialists to understand the principles of how to understand and build effective business relationships with their colleagues and customers in other countries. To avoid misunderstanding and to deal successfully with representatives of other business cultures professionals need to know psychological and linguocultural aspects of intercultural communication, to have socio-cultural knowledge and skills.

The increasing demand to interact at multicultural level indicates that acquisition of only linguistic knowledge doesn't guarantee national and international perception of the world, and this fact has been noted by many Russian and foreign scientists and researchers. Feng, Byram, and Fleming (2009) believe that the successful integration of culture and language teaching can contribute significantly to general humanistic knowledge, and that global understanding ought to be a mandatory component of basic education. Pillar (2013) remarks that the goal of English language teaching in globalizing world has changed from a narrow focus on linguistic competence to intercultural communicative competence. Tomalin and Nicks (2007, p. 67) point out that for people working in business and administration "the use of English is mostly about ensuring the communication flow works successfully, and this immediately brings in the cultural dimension, as different business communities views on what constitutes effective communication can vary greatly".

According to Kramsch (2013, p. 245), "in an age of global information technologies and global market foreign language study is chal-

lenged to reconcile the local and the global, its national premise and its transnational entailments”. New approaches have appeared in Russian universities which are oriented towards teaching cultural issues in an English language course in order to develop students’ intercultural awareness and communicative competence. Catana believes (2014, p. 344) that “since motivation plays an important part in a successful English language course focusing on cross-cultural communication issues, we should attach a major importance to increasing the students’ capacity to reflect on different cross-cultural instances of communication and behaviour”.

### **Methodology**

The objective of our research was to find out whether interactive learning technologies were effective for students’ developing intercultural competence, for acquiring intercultural knowledge, skills and attitudes, as well as communicative skills.

Before starting our experiment we got acquainted with the students of experimental groups to estimate their level of English and their willingness and readiness to participate in the experiment. The next step was to choose teaching techniques and forms of organizing classroom processes to enable students to develop new attitudes and skills.

Several role-play activities were successfully implemented in the experimental and control groups. The students did speaking and writing tasks in the units offered by the textbook “Navigate (intermediate)” and learnt how key language, spoken and written, was used in real context. All these tasks contributed the development of communicative skills and intercultural competence. Thus, students from both experimental and control groups had a good opportunity to develop intercultural competence while studying English with “Navigate”.

Experimental groups had dedicated teaching time devoted to developing intercultural competence. At the first step of our research we determined directions in which teachers would work with the students from these groups: to give students intercultural competence as well as linguistic competence; to enable them to understand and accept people from other cultures as individuals with other distinctive perspectives, values and behaviours, to accept differences in our multinational societies and be open towards, curious about and tolerant of other people’s beliefs and values.

For achieving the objective of the research we widely used business simulations and role-plays in experimental groups. The students were

asked to find authentic materials and videos through the internet, reference books and other sources, which presented different views about business cultures, norms of verbal and non-verbal behaviour in other countries. In the classroom we were developing skills of group communication and group work; we involved students to give their opinions and feelings on this or that cultural phenomenon.

To be an important and active part of a multicultural business society students have to learn its rules and act according to them, that's why business games imitated a real-world process or situation that could occur in multinational environment. They were all scripted, imitational, involved some kind of role and some kind of play, sometimes with element of improvisation.

### **Results**

The experiment was conducted at Moscow National Research Nuclear University "MEPhI". Such methods as observation, talk, testing, comparative analysis were applied. The participants of the experiment were second-year students. In order to do the research and carry out comparative analysis there were taken two experimental and two control groups. During experimental period the students of control groups were having their usual classes of English and home assignments within the curriculum. The students of experimental groups, besides the assignments within the curriculum, had to do a lot of additional interculturally oriented tasks.

At the beginning of the first semester we assessed students' prior knowledge and skills, and all students from the experimental and control groups had certain socio-cultural knowledge and skills gained at secondary school and in the first year at university. They were asked to do a test mostly including factual questions about Great Britain - history, geography, traditions and customs, food, national public holidays, well-known scientists, politicians, popular musicians and actors, famous places of interest, and also about national character and national stereotypes.

The second assessment was made at the end of the first semester. We asked each student to write an essay and describe what intercultural knowledge and skills they had learnt, what was understandable and what was difficult, and to say how, in their view, their intercultural competence changed. It was noted that intercultural competence of students in experimental groups during the first semester was developing more successfully than in control groups.

The third assessment was made at the end of the second semester. The test included different questions based on the material learnt during the academic year. We also asked each student to write an essay and to make there a kind of self-assessment of his or her learning process and progress in acquiring intercultural knowledge. Control groups did not have dedicated teaching time devoted to developing intercultural competence and at the end of the academic year showed limited intercultural competence, whilst the groups that did have dedicated teaching time devoted to developing intercultural competence showed much higher levels.

### **Conclusion**

The research results indicate that interactive learning technologies are effective in developing intercultural competence, in increasing students' motivation, engagement, creativity, and confidence. The use of interactive technologies in studying English as a foreign language helps a lot to increase students' interest to acquire knowledge, skills and attitudes necessary for effective communication and mutual understanding when interacting with people representing other cultures. We can recommend our colleagues – foreign language teachers at colleges, universities, and language schools – to use interactive learning technologies for building and developing learners' intercultural competence.

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## **ФОРМИРОВАНИЕ ОПРЕДЕЛЕННЫХ КУЛЬТУРНЫХ СТЕРЕОТИПОВ ПРИ ИЗУЧЕНИИ ПРЕДСТАВЛЕННОГО В УЧЕБНИКАХ АНГЛИЙСКОГО ЯЗЫКА МАТЕРИАЛА**

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**Аннотация.** В статье дается анализ целевой культуры сквозь призму таких культурологических категорий, как «популярная культура» и «культурное наследие», которые представлены в учебниках для студентов бакалавриата English as a foreign language в Университете Ла-Риохи в Испании. Основная цель исследования состоит в том, чтобы изучить статус целевой культуры по сравнению с другими культурами, а также вероятность возникновения определенных стереотипов.

**Ключевые слова:** межкультурная компетенция, целевая культура, учебники English as a foreign language, стереотипы.

## **EMERGING CULTURAL STEREOTYPES THROUGH POPULAR CULTURE AND CULTURAL HERITAGE REFERENCES IN EFL TEXTBOOKS**

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**Abstract.** This paper analyzes the target culture through the examination of two cultural categories: Popular Culture and Cultural Heritage in five 2<sup>nd</sup> Baccalaureate EFL textbooks used in La Rioja (North of Spain). Its main purpose is to examine (i) the status of the target culture

over other cultures in these materials and, (ii) the stereotypes that may emerge from their content.

**Keywords:** intercultural competence, target culture, EFL textbooks, stereotypes.

## **Introduction**

Intercultural competence has gained importance in the field of EFL in the last decades. The exposition to a language implies being in contact with different ideas, values and beliefs associated with the target culture (Nizegorodcew, 2011). In other words, students are exposed to a process in which they are not only in contact with linguistic aspects but also with the cultural framework in which this language develops (Alptekin, 1993). When it comes to EFL textbooks, there has been a tendency of overrepresenting the target culture (Alptekin, 1993). Learning the target culture is claimed to be essential for students' familiarization with the target's society values and behaviours (Méndez García, 2005). Nevertheless, its representation is still unrealistic as it promotes an artificial and stereotyped view of its society (Méndez García, 2005; Lee, 2009). Some studies have revealed that this stereotyped view is strongly related to gender and ethnicity (Arikan, 2005; Hilliard, 2014). Arikan (2005) pointed at a lack of balance in the distribution of genders in visuals within EFL textbooks. On the other hand, ethnicity in EFL textbooks may be dominated by references to Caucasian characters while others such as Asian, Latino or Black/ African American are being neglected (Hilliard, 2014). Regarding the type of culture included, high culture (or big C Culture) glimpses were found in materials' content until 1950s (e.g. literature and art) (Ulrich, 2004). However, more recent research has shown elements from pop culture (or small c culture) are now a big part of textbooks and they play an essential role in increasing students' motivation (Cheung, 2001).

In the Spanish context, sociocultural aspects are established in the Spanish EFL curricula. In particular, the importance within the instruction of vocabulary is emphasized in Secondary Education curriculum from La Rioja (Decree 21/2015). In this vein, the instruction of culture should focus on aspects from the target culture and students should be exposed to relevant sociocultural information to overcome stereotypes. These aspects are closely related to the inclusion of both high culture and popular culture. To our knowledge studies on the target cultures' stereotypes through the inclusion of popular culture and cultural herit-

age elements in Spain are scarce. However, we find essential to analyse these two aspects and how their inclusion may contribute to the construction of a stereotypical view of the target culture.

### **Methodology**

**Sample.** In the current study, five textbooks were selected. They are used in five high schools from La Rioja. The selection of these materials was done following the following criteria: (i) these high schools are part of a longitudinal research project where the receptive and lexical competence of their students is being evaluated, (ii) the five materials are specifically designed for being used in 2<sup>nd</sup> of Baccalaureate, so they should follow the Spanish curricula.

**Data analysis.** The selection of words was done following the CEFR (2001) and Byram and Morgan's (1994) list of cultural categories. The first promotes the inclusion of historical personages, literature, and events as part of the cultural component in EFL instruction. These aspects will be considered in the Cultural Heritage category. Similarly, Byram and Morgan's (1994) list proposes the inclusion of aspects related to music and media which will be encompassed by the category of Popular Culture. Moreover, Yuen's (2011, p. 462) criterion was followed and allowed us to classify the elements by 'products' (e.g. films or books) and 'persons' (e.g. celebrities or historical personages).

Words which followed the abovementioned criteria were extracted and categorized as belonging to the target, the source (students' own culture) and the international culture (other cultures) to be able to establish the level of representation of the target culture. Later, three aspects were considered to establish stereotypes within elements of the target culture: ethnicity, gender, and nationality (Hilliard, 2014). Ethnicity was divided into Caucasian, Asian, Latino, Black/African American and Others (Hilliard, 2014) and nationalities from the inner circle were considered.

In order to conduct this study, the following two research questions have been considered:

**RQ1:** What is the status given to the target culture in second baccalaureate textbooks through popular culture and cultural heritage references? Do different countries from the inner circle have representation in these materials?

**RQ2:** What are the stereotypes associated to the target culture, if any, to emerge from the inclusion of popular culture and cultural heritage references in EFL textbooks?

## Results

Regarding the predominance of the target culture in both categories, our results revealed that a great relevance is given to this culture in the content of the materials. Nevertheless, there is a stronger representation in Popular Culture. Within this category, there is inclusion of both: American and British products and persons; being American extensively represented in most textbooks. Regarding other cultures within the inner circle (e.g. Australian, Scottish, Canadian), our data show that they tend to be excluded. British references within products and people are widely included (e.g. *Pride and Prejudice*) while American and other countries from the Inner Circle are completely excluded in most materials.

As for the results related to the second research questions. Our findings show the presence of stereotypes related to gender and ethnicity. When it comes to gender, Popular Culture is dominated by a white male perspective (e.g. Jamie Oliver). Other ethnicities are neglected, and the presence of women is rather shy, and most references encountered described a white woman (e.g. Geri Halliwell). On the other hand, Cultural Heritage is also dominated by a white male perspective (e.g. A. Lincoln). There are also some glimpses to black males (e.g. B. Obama). In this case, women seem to be excluded from the content while different ethnicities followed the previous tendency as well.

## Conclusion

EFL materials used in Second Baccalaureate in Spain follow the specification of including both: elements of the target culture which refer to big C Culture and small c culture. However, stereotypes are not avoided. There is a tendency to focus on American and British products. However, when we take a closer look, textbooks tend to *Hollywoodize* Popular Culture whereas Cultural Heritage elements are more concerned to the British culture. EFL materials emphasize the superiority of white males in the target language's society. Overall, references to women are shy. However, there is a higher inclusion of women from Popular Culture such as celebrities or models than female historical personages or authors. This last aspect is strongly dominated by male figures.

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## **ФОРМИРОВАНИЕ У СТУДЕНТОВ ИТАЛЬЯНСКОГО ВУЗА МЕЖКУЛЬТУРНОЙ КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ В ПРОЦЕССЕ ИЗУЧЕНИЯ АНГЛИЙСКОГО ЯЗЫКА**

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**Аннотация.** В данной статье характеристика межкультурной коммуникативной компетенции рассматривается через призму коммуникативной компетенции в сочетании с межкультурной компетенцией. Выявлены основные факторы, обеспечивающие приобретение межкультурных знаний и успешное формирование межкультурной коммуникативной компетенции обучающихся при изучении английского языка как иностранного, а также показана зна-

чимость эффективной организации педагогического процесса в итальянском вузе для достижения поставленной цели.

**Ключевые слова:** межкультурная коммуникативная компетенция, английский язык как иностранный, межкультурные знания.

## **FROM THE *COMMUNICATIVE COMPETENCE* TO THE *INTERCULTURAL COMMUNICATIVE COMPETENCE*: ELF IN THE ENGLISH CLASS FOR SUCCESSFUL INTERCULTURAL COMMUNICATION**

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**Abstract.** This presentation draws on the construct of *intercultural communicative competence* resulting from the combination of *communicative competence* and *intercultural competence*. Conjoining the ICC with the ELF teaching framework, the presentation illustrates how integrating an EFL-oriented approach in the traditional English class can effectively enhance learners' intercultural awareness in communication, thus discussing the overlapping features between the 'intercultural speaker' and 'EFL speaker'. As a result, the traditional English pedagogy needs reconsideration in an EFL perspective.

**Keywords:** communicative competence, EFL awareness, EFL pedagogy, intercultural communicative competence, intercultural competence, intercultural speaker.

### **Introduction**

The construct of *intercultural communicative competence* (ICC) was introduced by Byram (1997) and stems from the combination of *communicative competence* and *intercultural competence* (Di Scala, 2017; Torres-Gordillo *et al.*, 2020). In particular, the *communicative competence* originates from one individual's awareness of the sociolinguistic rules and sociocultural contexts in which interaction develops (Hymes, 1972), while the *intercultural competence* refers to people's "ability to interact in their own language with the people from another country and culture" (Byram, 1997: 71). The ICC, as a result, describes the speaker's ability to navigate intercultural differences for successful communication and comes to be implied in foreign language teaching (EFL). It is

because of the impact of cultural studies on EFL that the notion of *intercultural communicative competence* has been recently reconsidered (López-Rocha & Arévalo-Guerrero, 2014).

Focusing on the traditional English language paradigm (Kachru, 1985) and on the global spread of English as a lingua franca (EFL), what does ICC signify within the process of English language pedagogy in an intercultural perspective?

EFL is often regarded as the language of intercultural communication, since it is inherently inspired by respect for sociocultural diversity (Lopriore & Grazzi, 2016) and is appropriated as a “second-order language contact” (Mauranen, 2012: 29) by speakers with different social and lingua-cultural backgrounds. In this sense, could EFL effectively serve the purpose of educating learners to ‘function’ adequately in a multicultural environment and become competent intercultural speakers? If so, how can EFL be embedded in the traditional English language curriculum? Could teachers’ attitudes towards ELF affect the teaching process?

Unlike previous studies in the field, mostly concentrating on the different facets of EFL pedagogy itself and on the diverse ways to approach it, this presentation addresses the above questions, describing the process leading from the development of ICC – through both *communicative competence* (Hymes, 1972) and *intercultural competence* (Byram, 1997) – to its integration into the traditional English class. It considers the EFL-oriented approach as a valuable pedagogical tool to enhance learners’ ICCs (Cavalheiro, 2015; Taglialatela & Tardi, 2020) and proves to be realistic within today’s multicultural global scenario.

### **Methodology**

The presentation is grounded in a discussion of the primary standpoints related to the domains of ICC and EFL pedagogy which include the co-construction of social relationships in communication (Jackson, 2014), the overcoming of culture-bound interactional bias (Bouchard, 2017), the education of competent intercultural communicators beside the native-speaker model (Byram, 2008; Canagarajah, 2013), the adoption of an EFL pedagogical approach across the curriculum as a suitable intercultural mediation tool (Baker, 2015), and the role of EFL to negotiate meaning and prevent and repair intercultural misunderstandings.

### **Results**

The results highlight that the intercultural speaker and the EFL speaker reveal overlapping features, and, in this light, an EFL pedagogi-

cal approach becomes pivotal in the traditional English class. Teachers' reluctance towards such an approach, which has often constituted an obstacle for the education of a competent intercultural speaker (Taglialatela & Tardi, 2020), can be surmounted if, for example, an attentive evaluation of the learning environment is carried out in the first place. An EFL oriented approach can be adjusted to each specific situation and teachers may decide what is important for their context, thus integrating it into their classrooms. Additionally, teachers should develop learners' potential to open a new space of using English based on their own lingua-cultural backgrounds and experiences and encourage them to learn from such experiences through reflective practice to achieve communal communicative success (Kohn, 2019).

### **Conclusion**

Differently from previous studies in the field, which are mostly centred on the different facets of EFL pedagogy itself and on how that is approached, this presentation moves from the notions of *communicative* and *intercultural competencies* towards the development of the *intercultural communicative competence* and illustrates that integrating an EFL-oriented approach in teaching can enhance learners' deeper ICCs.

The paper stresses that a pragmatic EFL approach to English language teaching considers the 'do-ability' issues and their related tasks to have learners fulfil mutual understanding. It is finally demonstrated that the intercultural speaker and the EFL speaker reveal overlapping features and EFL teachers' awareness across the curriculum becomes across the curriculum. Therefore, teachers' reluctance to incorporate an EFL-oriented approach into the classroom should not compromise the possibility for learners to be educated in tune with the demand of today's globalised multicultural communication.

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# СОВРЕМЕННЫЕ ВОПРОСЫ ТЕОРИИ И ПРАКТИКИ ДИСКУРСИВНОГО АНАЛИЗА

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## НАРРАТИВНАЯ И ЛИНГВИСТИЧЕСКАЯ РЕПРЕЗЕНТАЦИЯ КОРНСКОЙ ИДЕНТИЧНОСТИ В ХУДОЖЕСТВЕННОЙ ЛИТЕРАТУРЕ И ЭКРАНИЗАЦИЯХ (НА МАТЕРИАЛЕ РОМАНОВ “ПОЛДАРК” У. ГРЭМА)

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**Аннотация.** Статья посвящена нарративной и лингвистической репрезентации корнской (корнуэльской) идентичности в романах серии “Полдарк” Уинстона Грэма (годы публикации 1945-1946) и их экранизации телеканалом BBC в 2015-2019 гг. В фокусе исследования – особенности репрезентации национализма и регионализма в Корнуолле, а также средства характеристики персонажей.

**Ключевые слова:** Корнуолл, национальная идентичность, региональная идентичность, регионалистский дискурс, дискурс идентичности.

## NARRATIVE AND LINGUISTIC REPRESENTATION OF CORNISH IDENTITY IN FICTION AND SCREEN ADAPTATIONS (THE CASE OF *POLDARK*)

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**Abstract.** This paper explores how Cornish national and regional identity is construed in works of fiction: W. Graham’s *Poldark* literary series (1945-1946) and its BBC screen adaptation (2015-2019). The re-

search looks into the linguistic and narrative representations of nationalism and regionalism in Cornwall and demonstrates how Cornish national identity is represented. We focus on how the plot, the setting, and the means of characterisation are employed to build a sense of Cornish national identity.

**Keywords:** Cornwall, national identity, regional identity, discourse of identity, screen adaptation.

## Introduction

Brexit has thrown into prominence national and regional identity issues in the British Isles. Extensive body of research has been dedicated to Scottish and Irish identities (Hames, 2019; Soule et al., 2012; Taynor, 2002). This paper, however, turns to Cornwall, a British region which has so far escaped the spotlight, and whose regional identity representation has been largely ignored by linguists. The purpose of this research is to identify the linguistic and narrative representations of regionalism in Cornwall, which will allow us to define its place among other similar movements on the British Isles. Within the framework of this paper, we intend to fill the gap in the existing body of research by exploring how Cornish national identity is represented in literary works and screen adaptations.

The research focuses on *Poldark*, a series of novels by Winston Graham published in 1945-2002, and its screen adaptation aired by the BBC in 2015-2019. These two incarnations of the same narrative have been cited as the most popular fictional representations of Cornwall and thus pose interest as to ways of representing Cornish identity in fictional narratives (Gevirtz, 2017). The seven decades separating the original literary work from its TV adaptation offer and opportunity to trace the changes in how Cornish identity was and is represented.

## Methodology

Due to scope limitations, only the first two novels of the Poldark saga, *Ross Poldark* (1945) and *Demelza* (1946), as well as the corresponding first two series of the BBC adaptation have been selected for analysis. Adopting the methods of narrative and discourse analysis, we focus on how the plot, the setting, and the means of characterisation are employed to explicitly locate the narrative in Cornwall and construe Cornish identity.

As part of analysing the key scenes where Cornish identity is clearly marked in the narrative, we cross-match the similarities and differences

between how the same key scenes are framed in the original novels and the screen adaptation. Last but not least, we offer an explanation as to what might be the underlying cause of the differences in the framing.

## Results

Both the novels and the screen adaptation make use of Cornish toponyms to unambiguously locate the action in Cornwall, e.g. *Sawle*, *Truro*, *Bodmin*. Proper names, including first and last names of the characters, follow the same pattern and have predominantly Cornish etymology, e.g. *Poldark* (Cornish *pol-* / *pool*, *pond*), *Chynoweth* (Cornish *Chy nowydh* / *new house*) etc.

Both the text and the screen adaptation make multiple references to traditional Cornish trades and leisure activities. These include mining as the main industry, fishjousting (Jago, 2014), cock fighting, a popular sport among the Cornish at the time when the novels are set (Courtney, 2017), smuggling and wrecking (Pearce, 2010).

Mining, smuggling and wrecking, and fishjousting, all traditionally considered staples of Cornish life in the 1700s, are framed identically in the books and the screen adaptations. The differences between the books and the screen are to be found in the portrayal of the traditional Cornish leisure activities, such as singing and cock fighting.

Although several pages are devoted to a very detailed description of cock fighting in the books, this emblematic Cornish sport cannot be explicitly shown on TV in the XXI century, as animal cruelty is out of bounds for a BBC period drama.

Singing, however, presents a more interesting case. It receives significant screen time in the BBC adaptation. The books have Cornish peasants dancing and singing to the typical English tunes of the time, e.g. *Cuckolds All Awry*, whereas the BBC adaptation takes it a step further and includes a Cornish-language song performed by one of the characters. Demelza, a Cornish lowborn girl, sings in English to the upper-class society but in Cornish to herself and her children. This symbolic code-switching speaks to the importance of her Cornish roots and frames them, embodied in the language long lost, as an integral part of Demelza's personality.

Unlike the TV adaptation, the books make no mention of the Cornish language whatsoever, relying extensively instead on the graphic means to demonstrate the dialectal pronunciation of low-born Cornishmen, e.g. *Tes fair to say*, *Tedn't that at all*, *that edn my fault* etc (Graham, 1945). The same approach to graphic accent representation is preserved in the

screen adaptation, where the subtitles follow closely the spelling of Graham's original books.

### Conclusion

The analysis reveals that although *Poldark* unmistakably positions Cornwall as part of England, not as a separate nation (as is often the case with Scottish or Northern Irish fiction), several means of asserting its strong identity are employed in both the books and their screen adaptations. Among them we found, firstly, a concentration of toponyms and proper names landing the action firmly in Cornwall.

Secondly, ample references to traditional Cornish trades and activities, such as mining, smuggling and wrecking, and cock fights all serve as identity-labels. Last but not least, the use of local dialect of English to mark the speech of the lower classes of the Cornish people contrasts it with the standard anglicised speech of the upper classes. It is the low-born people who are the carriers of the Cornish identity, which is reinforced in the screen adaptation by having a character choose the dead Cornish language for singing. It can be argued, therefore, that *Poldark* essentially denies the upper classes their Cornish identity and ties it to the common people instead.

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# ЯЗЫКОВАЯ РЕПРЕЗЕНТАЦИЯ ШОТЛАНДСКОЙ НАЦИОНАЛЬНОЙ ИДЕНТИЧНОСТИ В МЕДИАДИСКУРСЕ

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**Аннотация.** В статье анализируются языковые средства, применяемые в британском медиадискурсе для конструирования шотландской национальной идентичности. Материалом послужили статьи качественной прессы 2014-2020 гг. Исследование показывает, как шотландская национальная идентичность в прессе конструируется за счет литературных аллюзий, исторического и филологического вертикального контекста, а также культурно-специфических образов.

**Ключевые слова:** национальная идентичность, Шотландия, медиадискурс, анализ дискурса, дискурс идентичности, регионалистский дискурс.

## LINGUISTIC REPRESENTATION OF SCOTTISH NATIONAL IDENTITY IN MEDIA DISCOURSE

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**Abstract.** The paper explores the linguistic means used in the UK media discourse to frame Scottish national identity. A discourse analysis of texts published by *The Economist*, *The Guardian* and other leading media outlets in 2014-2020 reveals that literary allusions, historical and cultural references, as well as culture-specific imagery form the basis for construing Scottish national identity in the UK media.

**Keywords:** national identity, Scotland, media discourse, discourse analysis, discourse of identity.

## Introduction

The paper explores the linguistic means used in the UK media discourse to frame Scottish national identity in the post-referendum (2014 to date) era. Scottish nationalism, on the rise following the devolution and reopening of the Scottish Parliament in 1997, intensified in the run-up to the 2014 independence referendum (which the separatists lost, albeit narrowly) before gaining prominence again in the wake of the Brexit vote in 2016, which saw Scotland supporting the Remainers but being outvoted by the English majority. These political upheavals have thrown Scottish political discourse, nationalist in particular, into the spotlight of researchers from a range of academic disciplines.

Most linguists studying the Scottish nationalism and Scottish identity have so far focused largely on the political discourse of the ruling Scottish Nationalist Party and its leaders, e.g. Alex Salmond (Revest, 2016; McAnulla et al., 2017), or the media discourse of the local Scottish press as well as everyday discourse practices of the Scottish people (Shoemark et al., 2017). This paper, however, sets out to study the discourse of the British press on Scottish independence. The target audience of these media is not limited to domestic Scottish population. Rather, these texts are aimed at the English-speaking community in the UK and beyond. It is of particular interest, however, to determine how Scotland is linguistically framed for the rest of the world by the UK media.

## Methodology

We adopt a discourse analysis perspective to articles published by *The Economist*, *The Guardian*, etc. in 2014-2020. The empiric materials were extracted from the online archives of these outlets based on queries Scotland, Scottish independence, indyref, indyref2. By selecting a wider time frame we aim to add to the already existing body of research which focuses mostly on the referendum year of 2014 (Blain et al., 2016; Dekavalla, 2016).

## Results

The pattern that emerges from the body of analysed material is indicative of a tendency towards drawing a clear demarkation line between Scotland and England. The former is framed as a separate country, culturally if not politically or economically. This effect is achieved by several means.

Scotland is referred to as *a nation* or *a country*, and the administrative border between Scotland and England is marked by explicit textual reference to physical barriers. These may be geographical: *The contest*

*between Cameron and Miliband touches few hearts north of the Tweed.* or historical: *a government in Westminster with little support north of Hadrian's Wall.* In both cases, *north of the Tweed* and *north of Hadrian's Wall* serve as periphrases for Scotland.

Another feature the analysis uncovered is sociolinguistic differences. Scottish English is often represented textually by means of deformed spelling, e.g. *The genie's oot the bottle, there's nae puttin' it back.* Coupled with occasional use of well-known Scottish lexis, e.g. *aye* and *wee*, it creates an atmosphere which sets Scottish speakers apart from their English speaking compatriots. The contrast is further intensified by sparingly used citations from the iconic Scottish bard Robert Burns, e.g. *It's coming yet for aw that ...*, which lend support to those making a case for political change.

Other instances of using the Scottish literary heritage as a reference to authority include direct references to other household names, e.g. *Scottish independence: Sir Walter Scott would support the Union* or *Sir Walter Scott would not have voted for independence.*

The degree of cultural gap between England and Scotland manifests itself in visual symbols explicitly verbalised in the texts. In the media, this is often portrayed metaphorically, mirroring the obligatory photos of the Saltire which accompany most articles: *In every Scottish brain, there has been a tiny blue-and-white cell...* The metaphor in this phrase refers to the colours of Scotland's flag, and reinforces the deeply ingrained nationalism in the heart of the people.

### **Conclusion**

The findings are in stark contrast to the results of similar studies which focus on the national identities of other European nations, e.g. Catalonia or Ireland. While making virtually no mention of war and hostilities, local minority languages (Scots or Gaelic), ethnicity or religion, the analysis of media representations of Scottish national identity reveals a surprisingly a high degree of reliance on cultural background to clearly separate Scottish national identity from English or British. Literary allusions to key Scottish literary figures function as argumentation tools (with the authors, dead or alive, referred to as authority). Imagery, mostly in the form of culture-specific metaphors, figures prominently. Whereas the local languages, Gaelic or Scots, are not instrumental in constructing Scottish national identity, dialectal lexical items and graphically deformed spelling of English words help imitate the phonetic peculiarities of Scottish English.

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## О ПОТЕНЦИАЛЕ ЖЕНСКОГО ХУДОЖЕСТВЕННОГО ДИСКУРСА В РЕПРЕЗЕНТАЦИИ УДИВЛЕНИЯ

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**Аннотация.** В художественном дискурсе наряду с другими концептами онтологического характера бесспорно преобладают эмотивные концепты, разнообразие средств объективации которых выстраивает более сложное целое – представление об эмотивной субкомпетенции, функционирующей в рамках общезыковой и коммуникативной компетенции человека. Трудность изучения эмоциональных явлений, в том числе и культурных, заключается в том, что личность, с одной стороны, является источником этих явлений и ценностей, а с другой – их инструментом (В.И. Шаховский).

Дискурс, с одной стороны, может быть интерпретирован как синоним текста, но, с другой стороны, он наполнен более глубоким смыслом и представляет собой процесс общения между читателем и писателем. Нам представляется целесообразным поддерживать идею интерпретации дискурса как динамичного, интерактивного процесса конструирования смыслов в форме ситуационно обусловленной intersubjective деятельности, направленной на наполнение языковой формы семиотическим значением.

Удивление, являясь неотъемлемым компонентом эмотивного кода современного английского языка, находит нетривиальные способы многоуровневой языковой репрезентации в содержательно-формальной структуре современного художественного дискурса, созданного женщинами-авторами – Софи Кинселлой и Лулу Тейлор, – делая дискурс стилистически маркированным. Эмотивный феномен «удивление» амбивалентен, способен восприниматься как положительно, так и отрицательно. Он обладает рядом параметров, с помощью которых его можно точно описать в зависимости от порождающей его ситуации. Когнитивные и фоновые знания коммуникантов способствуют формированию эмоционального опыта личности, способствуя контекстуально правильному восприятию информации и подготавливая сознание к анализу поступающей информации. В статье анализируется система лексических средств актуализации данного эмотивного концепта, степень частотности их интродукции в дискурс, а также их прагмалингвистический и стилистический потенциал в оригинальном женском англоязычном художественном дискурсе.

**Ключевые слова:** художественный дискурс, концепт, эмотивный код, эмотивная субкомпетенция, языковая компетенция.

## ON FEMALE FICTIONAL DISCOURSE POTENTIAL IN REPRESENTING SURPRISE

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**Abstract.** Surprise being an inseparable component of the emotive code of the modern English language finds intricate ways of its multi-level language representations within the content and formal structure of

the contemporary fictional discourse created by women-authors – Sophie Kinsella and Lulu Taylor – making the discourse stylistically marked.

**Keywords:** fictional discourse, concept, emotive code, emotive subcompetence, linguistic competence.

### **Introduction**

Discourse though being idiosyncratically marked represents the cultural specifics of the language community within which it is created. In the fictional discourse alongside with other concepts of ontological nature there is an undeniable dominance of the emotive concepts the variety of objectivization means of which build up a more complex entity – the idea of emotive subcompetence that functions in the framework of general linguistic and communicative competence of an individual.

The difficulty of studying emotional phenomena, including cultural ones, lies in the fact that the individual, on the one hand, is the source of these phenomena and values, and on the other, is their instrument (Shahovskiy, 1996).

### **Methodology**

Discourse, on the one hand, can be interpreted as a synonym of the text, but, on the other hand, it is filled with a deeper meaning and represents a process of communication between the reader and the writer. We find it plausible to support such a standpoint towards discourse in the framework of which the latter is treated as an object of linguistic analysis being a dynamic, interactive process of constructing meanings in the form of a situationally conditioned intersubjective activity aimed at fulfilling the linguistic form with semiotic significance (Martinyuk, 2012). Such an understanding of discourse is justified for written communication in conditions of temporal and spatial remoteness of the author of the discourse (writer) and its interpreter (reader). Based on the text created by the author, the reader-interpreter constructs meanings within the framework of his own cultural, cognitive, communicative and speech experience (Bezuglaya, 2014).

The emotive phenomenon “surprise” is bipolar, able to be perceived both positively and negatively. It has a number of parameters with which it can be accurately described depending on the situation provoking it. Cognition and background knowledge of communicants contribute to the formation of an individual's emotional experience, contrib-

uting to the contextually correct perception of information and preparing the mind for the analysis of incoming information.

## Results

We endeavored the study of the modern female fictional discourse created by S. Kinsella and L. Taylor from the point of its being the embodiment of complex emotive modules, the one attracting most attention of which is the surprise.

Among the lexical means that actualize surprise in modern English are: *to flummox*, *to startle*, *to amaze*, *to perplex*, *to stun*, *to astonish*, *to take smb aback*, *to astound*, *to flabbergast*, *to spring*, *to puzzle*, *to marvel*, *to shell-shock*, *to baffle*, *to gobsmack*, *to daze*, *to shock*, *to poleaxe*, *to scandalize*, *to affront*, *to strike*, *to impress*, *to bewilder*, *to entrance*, *to stupefy*, *to nonplus*, *to dumbfound*, *to bemuse* and their part-of-speech derivatives.

In the analyzed discourse the lexical dominant is *to surprise* and its derivatives, while less frequently one finds *to amaze*, *to impress*, *to puzzle*, *to stun*, *to astonish*, *to take smb aback*, *to bewilder*, *to daze* and *to shock*. These units prove to be highly expressive in the discourse by S. Kinsella and L. Taylor and can be classified into the ones denoting contextually positive triggers of surprise – *to amaze*, *to impress*, *to astonish*, *to stun* and negative ones – *to puzzle*, *to take smb aback*, *to bewilder*, *to daze*, *to shock*. Extremely rarely the following lexemes representing surprise are introduced into the discourse – *to astound*, *to scandalize*, *to strike*, *to bemuse*, *to flummox*, *to perplex*, *to flabbergast*, *to shellshock*, *to stupefy*, *to nonplus*, *to baffle*, *to gobsmack*, *to poleaxe*, *to affront*, *to entrance* and their derivatives. All lexemes, except *to entrance*, have obviously negative shades in meaning associated with the inability to speak or think. We suggest that there are two explanations for this rare use: fictional female characters either rarely experience such negative emotions or they most often express their surprise verbally thus finding language means to react in such situations.

Having analyzed the range of syntactic means of objectifying surprise in the female fictional discourse, we came to conclusion that female authors (S. Kinsella and L. Taylor) are highly expressive and emotional in representing surprise through their characters, which is confirmed by a combination of syntactic devices: the most frequent are exclamations and rhetorical questions, detachments and polysyndeton are less common, and we rarely find combinations of interrogative nature.

The study of phonetic means of ‘surprise’ actualization resulted in identifying graphon as the most frequent device.

### **Conclusion**

The authors of the analyzed discourse create such a fictional phenomenon that has a considerable emotive potential formed by the diversity or, on the contrary, the non-diversity of the elements of the language code, within which the emotive dominants of the discourse are manifested. We suppose that one of such emotive dominants of fictional discourse created by women authors – Sophie Kinsella and Lulu Taylor – is the concept of surprise that actualizes itself through the means belonging to different language levels – phonetic, lexical and syntactic.

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## **ИНТЕРДИСКУРСИВНОСТЬ И ЕЕ ЛИНГВОКРЕАТИВНЫЙ ПОТЕНЦИАЛ В КИНОДИСКУРСЕ**

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**Аннотация.** Исследование посвящено изучению проблемы интердискурсивности с позиции лингвистической креативности. Анализируется то, как различные дискурсы (например, поэтический, рекламный, медийный и др.) влияют на лингвокреативное моделирование дискурса фильма. Применяется разрабатываемый метод

дискурсивно-параметрического анализа лингвокреативности. В результате исследования проводится разграничение между креативными, некреативными и антикреативными случаями интеграции элементов определенных дискурсов в вербальную систему комедийных фильмов.

**Ключевые слова:** лингвокреативность, кинодискурс, интердискурсивные параметры, креативная интеракция, некреативная интеракция, антикреативная интеракция.

## INTERDISCURSIVITY AND ITS LINGUOCREATIVE POTENTIAL IN CINEMA

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**Abstract.** The research aims to study how different discourses (e.g. poetic discourse, advertising discourse, etc.) influence the linguocreative modelling of the discourse of a film. The method of discursive-parametric analysis of linguistic creativity is elaborated. As a result, the distinction is made between creative, non-creative, and anti-creative cases of integrating elements of certain discourses into the linguistic structure of comedy films.

**Keywords:** linguistic creativity, cinematic discourse, interdiscourse parameters, creative interaction, non-creative interaction, anti-creative interaction.

### Introduction

The study of creative processes in language and discourse has a long-standing research record. We can trace the way of its historical development back to the writings of ancient philosophers (e.g., Aristotle). However, it is Wilhelm von Humboldt (1767–1835) who is considered to be one of the founders of the linguistic creativity theory. Nowadays, many researches on the linguistic creativity develop Humboldt's conception of this phenomenon in various perspectives, e.g. philosophical, cultural, psychological, semiotic, etc. In modern linguistics, the study of language creative functioning in different discourses is one of the top-ranking research areas (Carter 2004; Moreno 2007). As a result of multiple investigations, the linguistic creativity has obtained numerous in-

terpretations, which lead to its specification depending on the studied type of language items (e.g., lexis, phraseology, terminology, etc.) and/or the type of the analyzed discourse (e.g. poetic discourse, media discourse, internet discourse, scientific discourse, etc.) (Langlotz 2006; Lehrer 2007; Müller, Kappelhoff 2018).

Following Humboldt's ideas of language and its creative potential, I set out to study the linguistic creativity in the cinematic discourse, and more specifically in Russian comedy films. Generally, my research is aimed at developing the theory and methodology of linguocreative study of cinematic discourse. At this stage of the investigation, I focus on the issue of how other discourses (e.g., advertising discourse, scientific discourse, etc.) can influence the linguocreative modelling of the discourse of a comedy film.

### **Methodology**

I use the elaborated method of discursive-parametric analysis of linguistic creativity. It implies that the cinematic discourse is studied by means of the following three groups of parameters: 1) *extrinsic discourse parameters* that serve to establish the role of external factors (such as cultural and social events, changes in the economy and politics, technical progress, etc.) in the realization of the language's creative potential in films; 2) *intrinsic discourse parameters* that are applied to detect grammatical, lexical, stylistic, etc specifics of the creative use of language means in films; 3) *intradiscourse parameters* that are used to establish how other discourses are involved in shaping the linguistic structure of films and how they can influence their linguocreative potential. All these groups of parameters are analyzed on the material of 42 popular Russian comedy films, which were released in the period from the 1960s to the 2010s (e.g. "The Diamond Arm", "Gentlemen of Fortune", "The Irony of Fate"). In the given paper, only the third group of parameters is considered.

### **Results**

The research conducted has shown that a film is a special interdiscourse medium. It is created by means of synthesizing different discourses that are integrated into the cinematic discourse construction to a varied degree. In the comedy films under consideration, the elements of the poetic, advertising, scientific, media discourses as well as the discourse of children's literature have been detected. These elements can range from one word (e.g., some scientist's proper name) to the whole texts (e.g., the text of a fairy tale). The main result consists in the

distinction between creative, non-creative, and anti-creative cases of inserting elements of different discourses into the verbal structure of comedy films under consideration. The analysis has revealed that the language elements of advertising discourse introduced in cinematic discourse can be least focused on enhancing its linguistic creativity and in many cases represent anti-creative phenomena. The elements of poetic discourse and the discourse of children's literature incorporated into the linguistic structure of comedy films may increase to a great degree their linguistic creativity. The excerpts from media and scientific discourse can either serve as triggers of the linguo-creative process in the comedy films in question or be referred to the cases of non-creative phenomena. The latter is explained by their use in order to give some (additional) information or some facts about an event, a person, etc. described in a comedy film.

### **Conclusion**

The research findings give deeper insights into the nature of linguistic creativity, its specific ways of manifestation in the cinematic discourse. The data obtained provides the linguistic creativity theory with new empirical information and valuable facts and can be used in teaching such disciplines as discourse-analysis, linguo-cultural studies, and intercultural communication.

### **БЛАГОДАРНОСТИ**

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## ГЕНДЕРНЫЕ ОСОБЕННОСТИ В ПОЛИТИЧЕСКОМ ДИСКУРСЕ: ПРАГМАЛИНГВИСТИЧЕСКИЙ АСПЕКТ

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**Аннотация.** Целью исследования является анализ речевого поведения групп политиков в зависимости от пола отправителя текста. Научная новизна работы заключается в том, что речь политиков впервые рассматривается с учетом гендера с точки зрения скрытой прагмалингвистики. В работе использован метод объективного прагмалингвистического анализа с элементами модифицированного контент-анализа. Материалом для исследования речевого поведения в политическом дискурсе послужили тексты выступлений 20 политиков, говорящих на английском и русском языках, представленные в период с 2018 по 2020 годы в национальном Парламенте Великобритании и Государственной Думе РФ.

Результаты исследования показали, что женщины-политики зачастую меняют свою линию поведения и характер речи, подражая мужской модели речевого поведения для успешной интеграции в политическую сферу; мужчины же могут имитировать женскую речь для обращения к определенной группе слушателей или для создания определенного образа. Речевое поведение русскоговорящих женщин-политиков отличается от речевого поведения мужчин-политиков большей направленностью на слушателя и меньшим проявлением индивидуальности, а англоговорящие политики обоих полов не проявляют больших различий в речевом поведении.

**Ключевые слова:** политический дискурс, гендер, прагмалингвистика, речевое поведение, личность, Парламент Великобритании, Государственная Дума.

## **GENDER ASPECT OF STEREOTYPICAL SPEECH BEHAVIOR OF RUSSIAN-SPEAKING AND ENGLISH-SPEAKING POLITICIANS**

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**Abstract.** The purpose of the article is to analyze the stereotypical speech behavior of politicians' groups depending on the gender of the text sender. The scientific novelty of the work lies in the fact that the political speech of politicians for the first time is considered with regard to gender from the point of view of Implicit Pragmalinguistics.

**Keywords:** Pragmalinguistics, politician, gender, speech behaviour, personality.

### **Introduction**

Linguistic features caused by the factor of gender have been actively studied by scientists since the inception of the study of the relationship between language and gender (Arustamyan, 2016; Budko, 2017; Burkova, 2017; Kirova, 2009; Lakoff, 1973). Based on the differences between male and female speech presented in the work, it has been learned how they appear in the speech of politicians of different genders, as well as the purpose of their use: women can change their line of behavior and character, imitating the male model of speech behavior for successful integration into political sphere, since fifty years ago this profession was mainly male; men can imitate women's speech to appeal to a specific group of listeners or to create a specific image. The purpose of the article is to analyze the stereotypical speech behavior of politicians' groups depending on the gender of the text sender. The scientific novelty of the work lies in the fact that the political speech of politicians for the first time is considered with regard to gender from the point of view of Implicit Pragmalinguistics.

## **Methodology**

In this work, the method of objective pragmalinguistic analysis and modified content analysis were used. The material for the study of the speech behavior of politicians was the texts of speeches of 20 politicians speaking in English and Russian, presented in the period from 2018 to 2020 in their national parliaments (British Parliament and State Duma).

## **Results**

The speech behavior of the Russian-speaking female politicians differs from the speech behavior of the male politicians by a greater focus on the listener and less expression of individuality in their speeches, and the English politicians of different genders do not show great differences in speech behavior.

## **Conclusion**

The theoretical value of this work is determined by the fact that it contributes to the theory of studying the stereotypical speech behavior of groups of figures from a particular professional sphere. The practical value lies in using the results of this work in the development of courses on intercultural communication, translation, as well as for teaching Pragmalinguistics, Sociolinguistics and Psychology. Also, the results of this study will be of interest to specialists in the field of Political Psychology, Pragmalinguistic and psychological diagnostics of personality.

## **ACKNOWLEDGEMENTS**

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# КОНЦЕПТОЛОГИЧЕСКИЙ ПОДХОД В ОБУЧЕНИИ СТУДЕНТОВ ИНЖЕНЕРНЫХ СПЕЦИАЛЬНОСТЕЙ ИНОЯЗЫЧНОМУ ПРОФЕССИОНАЛЬНОМУ ДИСКУРСУ

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**Аннотация.** В данной работе освещается проблема обучения студентов инженерных специальностей американских университетов иноязычному профессиональному дискурсу на основе дидактического потенциала концептологического подхода в современной лингводидактике. Отмечается важность учета национально-культурного компонента профессиональной концептосферы в процессе работы над профессионально ориентированным текстом при изучении дисциплины «Английский язык для специальных целей».

**Ключевые слова:** иноязычный профессиональный дискурс, лексические образцы, фреймовые структуры, английский язык для специальных целей (ESP), внутридисциплинарная вариативность.

## SAME BUT DIFFERENT: LINGUISTIC DIVERSITY OF ENGINEERING DISCIPLINES

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**Abstract.** The study investigated the linguistic overlap between published textbooks used in undergraduate engineering courses by focusing on the analysis of multi-word sequences that include a variable component – 5-word phrase-frames (e.g., *at the top \* the, based on the \*of*) – commonly found in five engineering disciplines. The results of the study indicated that while a number of overlapping phrase-frames were identified across corpora, there was considerable variation in the type of fillers employed across sub-disciplines.

**Keywords:** engineering discourse, lexical patterns, phrase-frames, English for specific purposes (ESP), intra-disciplinary variation.

## Introduction

Over the past two decades, the number of international students who choose to study Science and Engineering at U.S. institutions of higher education has increased (National Science Foundation, 2018). When engineering students start their programs, they are faced with a unique challenge of acquiring both the content as well as the language of their respective disciplines. As a result, both language and content instructors recognize the need to increase attention devoted to the written discourse practices encountered by students in their engineering courses in order to facilitate their integration in the professional community.

Previous studies have explored multiple aspects of engineering discourse, including the vocabulary demands of engineering texts (e.g., Hsu, 2014; Todd, 2017; Ward, 2009) as well as different types of language constructions, including both linguistic expressions of certain concepts or functions (e.g., Rowley-Jolivet, 2015) and the use of multi-word sequences in engineering discourse (e.g., Chen, 2010; Gilmore & Millar, 2018; Rezoug & Vincent, 2018). The latter topic has received increased attention and it is further explored in the present study.

Specifically, the study investigated the linguistic overlap between published textbooks used in undergraduate engineering courses by focusing on the analysis of multi-word sequences that include a variable component – 5-word phrase-frames (e.g., *at the top \* the, based on the \*of*) – commonly found in five engineering disciplines. Frequently occurring phrase-frames were examined both structurally and functionally, focusing specifically on the analysis of the overlapping sequences and their internal variability across texts in the five engineering sub-disciplines. Römer (2010) suggests that the internal variation within phrase-frames, as well as their functions and distribution across texts, can provide a “phraseological profile” of a text type. Therefore, it is important for novice learners to gain control over these structures to show familiarity with and ability to use discipline-specific language practices (Hyland, 2008; Chen & Baker, 2010).

## Methodology

The corpus examined in the study included pedagogical materials (e.g., textbooks, course assignments, handouts journal articles, lab reports, science newsletters) from undergraduate engineering courses currently offered to students in five engineering disciplines taught at a large public university in the Western U.S. Using a free corpus program *kfNgram* (Fletcher, 2007), 5-word recurrent sequences were extracted

from the corpus, and additional criteria (i.e., range, and keyness) were applied to identify the final set of target phrase-frames. The phrase-frames were then manually examined to identify the position of the slot, the structural pattern of the frame, and the function each frames serves in a discourse (e.g., Cunningham, 2017), focusing specifically on the amount of overlap between various engineering sub-disciplines regarding the use of recurrent language patterns.

## Results

The results of the study revealed that while there seems to be a considerable number of overlapping phrase-frames employed across the engineering domain, there is noticeable variability across the disciplines, with some disciplines employing a lower (or higher) number of possible fillers. For example, the frame *the \* shown in fig(ure)* has a type-token ratio (TTR, a measure of internal variability) of .17 in Electrical and Computer Engineering (ECE) texts and .61 in Mechanical Engineering (MECH), illustrating that this sequence is more fixed (or formulaic) in ECE (with fewer fillers employed) and more productive in MECH in which a variety of fillers are typically used to fill the slot. Furthermore, the analysis of the most frequent fillers used in the overlapping sequences also demonstrated that while there was more consistency in the use of fillers across the disciplines for more frequent frames (e.g., *at the \* of the* was completed with the following overlapping fillers across the five disciplines: top, bottom, end, beginning), the majority of less frequent frames employed more discipline-specific fillers (e.g., *the rate of \* of* includes *change, increase, growth, and formation* as most frequent fillers in Atmospheric Sciences and *rotation, decay, diffusion*).

## Conclusion

The present study highlighted the intra-disciplinary differences in the analysis of structural and functional characteristics of discourse patterns employed across the five engineering disciplines, thus illustrating the linguistic diversity of the engineering domain in general. Pedagogical implications and considerations for ESP instructors and material developers will be discussed during the session.

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# ВИЗУАЛЬНАЯ ПОЛИТИЧЕСКАЯ РЕКЛАМА: ВОСПРИЯТИЕ ПОЛИТИКИ СКВОЗЬ ПРИЗМУ ЗРЕЛИЩНОСТИ

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**Аннотация.** В статье рассматриваются британские и американские тексты политической рекламы, используемые в выборах 2000–2020 гг. Для оказания воздействия на избирателей политическая реклама, включающая плакаты, значки, баннеры, должна быть оригинальной и зрелищной. Сопоставительное исследование анализирует разнообразные семиотические средства, используемые для достижения экспрессивности, высвечивает элементы игрового и выявляет их сходство и различие в рамках двух рассматриваемых культур.

**Ключевые слова:** статическая реклама, семиотический код, политическая реклама, юмор.

## VISUAL CAMPAIGN ADVERTISING: VIEWING POLITICS THROUGH THE LENS OF ENTERTAINMENT

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**Abstract.** The article examines British and American still visuals as elements of political advertizing in the context of 2000 – 2020 election campaigns. To reach voters still visuals, that include posters, buttons, banners among others, should be original and entertaining. The contrastive study analyses the diverse semiotic means employed to achieve expressiveness, brings to light the elements of play and reveals similarities and differences of their employment in two respective cultures.

**Keywords:** still visuals, semiotic modes, political advertising, humour.

Political still visuals such as campaign posters and buttons have been an integral part of British and American political landscapes since the

beginning of the twentieth century (Burgess, 2011). Now their range has increased due to billboards, bumper stickers, leaflets, banners, battle busses and broadsides. Digitalization added a new dimension to political communication, making the internet the key medium for the electors to get politically relevant information. However, still visuals retain their salience in pre-electoral discourse since they are cheap to produce and are normally displayed in places accessible for a large number of people.

Despite being ubiquitous, political still visuals have been overlooked by scholars aiming at electoral advertising analysis. Political posters and other forms of visual political communication have changed in the course of time, mirroring the evolution of social and cultural environment. The latest example is the 2020 presidential campaign which is marked by the usage of a new type of visual advertising – facial masks with campaign slogans. The present research aims at contextualizing still visuals within the broader narratives of British and American election culture of the twenty first century.

Modern political discourse reveals theatrical features as electoral campaigns involve competition and drama. Political events become a sort of entertainment which attracts heavy emotional investment from spectators (Nieland, 2008). To reach the electors political still visuals should be expressive, the element of entertainment is required to hold the attention of the viewers and shape their opinion. The way this ever-changing segment of pre-electoral discourse employs expressiveness to impacts the viewers requires further consideration.

Political still visuals are viewed as semiotically complex texts, incorporating pictures or photographs as well as verbal components. The former comprise the iconic mode, while the elements expressed by units belonging to a natural language are treated as the verbal mode of the multimodal text. The layout and the font constitute the graphical mode which is interwoven with the colour mode of the text (Pavlina, 2019).

Proceeding from the assumption that to affect the electorate the multimodal text should contain some element of play, the present paper addresses the following research questions:

1. What expressive linguistic means are used in the multimodal texts of still visuals?
2. What pictorial elements do they play on?
3. Do the hooks aimed at riveting the viewers' attention vary in different socio cultural settings or do they reveal uniformity?

To this end the research employed a contrastive analysis of 300 British and 300 American still visuals (posters, stickers, buttons, etc) issued in 2000–2020.

The research uses the critical discourse analysis and is set in social semiotics framework.

The results of the contrastive analysis are as follows.

- To be entertaining for the electorate both British and American still visuals draw on broad socio cultural contexts, establishing some links with pre-existing texts, which is expressed in iconic and verbal elements of multimodal texts.

- The differences lie in the type of humour in British and American campaign advertising. In British texts the humorous effect is achieved by the contrast between the verbal and pictorial elements. The electoral multimodal texts often play on the literal and figurative meanings of words and employ visualized idioms. One example is the picture of Trump wearing a coat, whose upper pocket contains Boris Johnson. This poster illustrates the idiom '*To be in one's pocket*' which means '*To be controlled*'. It can be described as intersemiotic translation since images created in the verbal mode are converted into pictorial ones.

- The element of entertainment in American campaign still visuals is similar to the humour which Mikhail Bakhtin called the culture of popular laughter. It is the laughter of a market place defying any social norms and restrictions. It is characterized by billingsgate and the emphasis on the lower stratum of a human body. The verbal element of the 2020 anti-Trump poster contains the rhyming slogan '*Flush the Turd November Third*' which is complemented by an iconic symbol bearing reference to Trump's hairstyle. The pictorial image gives the clue what candidate the message is targeted at.

In conclusion it must be said that political still visuals are embedded in social and cultural environment. Thus both British and American visual political ads contain iconic and verbal intertextual elements relevant for specific electoral campaigns. In British texts they employ humour of a subtle quality, a play on words and pictorial content, using intersemiotic translation, while American still visuals are based on the popular laughter, liberating and devoid of restrictions.

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## ВЫРАЖЕНИЕ МОДАЛЬНОСТИ В КИНОТЕКСТЕ

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**Аннотация.** Исследование посвящено средствам выражения модальности в кинотексте. Его целью является выделение лингвистических и паралингвистических маркеров модальности в кинодиалоге. В результате анализа было установлено, что модальность выражается лингвистическими средствами как на лексическом, так и на грамматическом уровне; выражению модальности также способствуют паралингвистические и невербальные средства.

**Ключевые слова:** модальность, мультимодальный дискурс-анализ, кинотекст, лексические и грамматические маркеры.

## MARKING STANCE IN A CINEMATIC TEXT

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**Abstract.** The study focuses on creating stance in the cinematic text. Its aim is to identify linguistic and paralinguistic markers of stance in the film dialogue. The analysis has shown that stance is expressed verbally on both lexical and grammatical levels and is supported by paralinguistic and non-verbal means.

**Keywords:** stance, multimodal discourse analysis, cinematic text, lexical and grammatical markers

In recent decades researchers have expanded the notion of text and textuality to heterogenic entities that combine different semiotic resources. Such texts encompass several modes, including the verbal one. Arguably the most complex of multimodal texts are cinematic ones. Multimodality theory can offer new ways to think about the synergy of sign systems found in narrative films. The present research aims at analyzing the interaction of visual and auditory components of a filmic text to express stance.

By stance we understand the manifestation of “attitudes, feelings, judgments, or comments concerning the propositional content of a message” (Biber, 1989:93). The lexical and grammatical markers of stance found in the verbal component of a cinematic text, that is also called a film dialogue, are an understudied area of research. The way different types of stance are supported by prosodic means as well as by gestures, facial expressions, posture also calls for further consideration.

The study is novel as it focuses not only on the linguistic means of expressing stance but also on paralinguistic and non-verbal parameters that correlate with certain types of stance. It draws on the Multimodal Discourse Analysis (MDA) and employs linguopragmatic and linguostylistic analyses.

The purpose of the study is to identify the verbal and paralinguistic means that help create stance within the film dialogue as a part of the cinematic text. The film “The Man who Knew Infinity” (2015) was chosen as the material for our study. The sample includes 230 utterances containing 1352 words of the protagonist, as well as 50 shots selected for MDA.

The analysis of the protagonist’s speech has shown that on the grammatical level stance is mainly expressed with the help of the category of mood. It is most productive when used to express reality and unreality that constitute the so-called objective stance, if we use the classification introduced by E. Paducheva (Paducheva, 2016). Objective stance is also expressed by various syntactic means, including conditional clauses, emphatic *do*, pseudo-cleft sentences, etc.

However, the examples of syntactic expression of stance are rare in the text under analysis. By far more frequent are the lexical means, which are employed to express epistemic (related to possibility) and

deontic (related to obligation, permission and prohibition) stance. Such markers are modal verbs, semi-modals, modal words (namely, modal adverbs) and words conveying evaluation, which are treated as evaluative stance.

On the next stage of the research we analysed the use of kinesic and paralinguistic systems to mark stance in utterances, namely hand and facial gestures, posture and prosodic parameters (pitch, loudness, tempo and prevalent nuclear tones). This was done with the employment of MDA method introduced by K. O'Halloran (O'Halloran, 2011) and experimental acoustic software.

The analysis of signs of non-verbal communication has shown that gestures play an important role in marking modality. For instance, certain gestures of the head and hands help single out modal words in speech and make evaluative utterances more expressive, while facial expressions indicate the protagonist's emotions. However, the protagonist's posture seems to have very little value in terms of marking stance in film dialogue. The possible explanation for this is the limited number of distant shots and the dominance of close-ups in the cinematic text.

The paralinguistic markers of stance have also been identified. These include speech tempo, pitch, loudness and nuclear tones. The experimental acoustic methods revealed that certain prosodic parameters correlate with the type of stance expressed in the utterance. For example, the use of the so-called real stance, which presents the statement as a fact, is connected with medium loudness and pitch as well as frequent use of falling nuclear tones, which make the statement sound certain and categorical.

Thus, it can be concluded that in the film dialogue the stance is created by linguistic means of lexical and grammatical levels and is supported and marked by paralinguistic means as well as non-verbal signs. Each type of stance (objective, epistemic or evaluative) is associated with a certain set of kinesic and prosodic units that mark it. As for linguistic markers of stance, the film dialogue is characterised by a limited number of syntactic markers, which can be explained by the film dialogue's similarity to spontaneous speech and its reliance on visual elements of the cinematic text.

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## **ПРАГМАТИЧЕСКАЯ ФУНКЦИЯ АРХЕТИПИЧЕСКОЙ МЕТАФОРЫ (НА МАТЕРИАЛЕ СОВРЕМЕННОГО АМЕРИ- КАНСКОГО ПОЛИТИЧЕСКОГО МЕДИА ДИСКУРСА)**

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**Аннотация.** В статье освещаются вопросы актуализации прагматического потенциала архетипической метафоры в современном американском медиа дискурсе. Утверждается, что архетипическая метафора обладает способностью оказывать определенное воздействие на аудиторию. Суть этого воздействия заключается в мифологизации общественного сознания американцев, а именно – формировании склонности американцев верить в истинность транслируемых идей за счет обращения их внимания к устойчивым представлениям о мире. В основу исследования положена теория архетипической метафоры М. Осборна. Результатом исследования явилось создание идеализированной когнитивной модели архетипической бинарной оппозиции LIGHT/DARK. Установлены связи между выявленными когнитивными признаками компонентов дихотомии – концептов LIGHT и DARK как на внешнем (межконцептуальном), так и внутреннем уровне. Доказывается, что когнитивная природа архетипических концептов создает базу для реализации манипулятивной функции публикаций политического характера в американских СМИ.

**Ключевые слова:** американский политический медиа дискурс, архетипическая метафора, прагматический потенциал, идеализированная когнитивная модель, когнитивные признаки.

# PRAGMATIC FUNCTION OF ARCHETYPICAL METAPHOR IN MODERN AMERICAN POLITICAL MEDIA DISCOURSE

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## **Introduction**

The article is devoted to the study of the features of actualization of archetypal metaphors in modern American political discourse. It is argued that this language phenomenon has a speech-acting potential that contributes to the mythologization of the public consciousness of the masses.

The research is based on the theory of archetypal metaphor by M. Osborne (1962), which defined the scientific approach to the subject of analysis. The results he obtained showed that politicians constantly address to such natural phenomena as LIGHT/DARKNESS, HEAT/COLD, ILLNESSES/HEALTH, when their aim is to make the electorate believe that their statements are true to life.

Following the tradition, we regard this language phenomenon as the means contributing to the transferring the archetypal idea of the world into the culturally determined semantic field (political media-discourse), which originally lacks these characteristics.

## **Methodology**

Our research is carried out through the following methods: scientific observation, cognitive interpretation, linguo-conceptual method and method of discourse analysis.

The material for the research done includes contexts, represented in the Corpus of Contemporary American English (COCA) from 2009 till 2018, which can be referred to political media-discourse. The selection was being done without taking into consideration the qualitative characteristics of mass media, by means of mass sampling method.

The article describes the ways the cognitive processes of recipients are activated with the help of archetypal metaphorical expressions. Among them: the use of precedent texts in speech that contain references to archetypes; the introduction of a “two-stage” model of perception, implemented through the use of double (or allusive) quoting; the

method of positioning and the method of imposing presupposition. It is argued that the conceptual content of the metaphor contributes to the formation (transformation) of public consciousness. The authors' personal contribution to the development of the topic is reflected in the results of a study devoted to the systematic analysis of the archetypal binary opposition (ABO) LIGHT/DARK.

According to this research there were indicated four classifying cognitive characteristics in its structure. They include evaluative, explicit/implicit, precedential and integrative ones. Besides, the borders of semantic-coherent sphere of each concept were established after taking into consideration language units having the same semantic potential the basic concepts represent, which are expressed by means of close in meaning verbal forms.

### **Results**

The results obtained, namely, the developed idealized cognitive model of ABO, are used in the article to explain how the cognitive characteristics of archetypal concepts allow people in power to maintain myths in the minds of people that were formed several centuries ago.

The research showed that among the ways of conscience mythologization the most effective means are: two-staged model of perception, which is realized by double citing; positioning; imposing of presupposition which function involves the achieving of communicative effect, the speaker keeps in mind due to implicit nature of archetypal metaphor. It was established that there is a link between the ways of manipulative influence on the audience and cognitive characteristics of archetypal concepts, explicated by metaphorical expressions, chosen by political media-discourse authors.

### **Conclusion**

It's proved that some cognitive characteristics of the basic concepts, namely, emotive (concept DARK), informative and ethical (concept LIGHT), representing more general evaluative, explicit and precedential cognitive classifying features of the concepts named, singled out in the course of cognitive interpretation and discourse analysis of the contexts analyzed, contribute to the mythologization of American Nation consciousness. This happens due to their ability to appeal to the archetypal ideas about the world people have, thus functioning as a trigger providing the realization of persuasive effect of archetypal metaphor in the process of political communication.

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## **ТРАНСЛИНГВАЛЬНАЯ ПРАКТИКА В ОБУЧЕНИИ АКАДЕМИЧЕСКОМУ АНГЛИЙСКОМУ ЯЗЫКУ АСПИРАНТОВ АМЕРИКАНСКОГО УНИВЕРСИТЕТА**

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**Аннотация.** Данная статья включает последние достижения в многоязычных исследованиях и дает новый взгляд на использование английского языка в глобальном контексте. Представлены результаты микроэтнографического тематического исследования, проведенного в одном из американских университетов, в котором приняли участие аспиранты, представляющие разные языки и культуры. Показана эффективность транслингвальной практики при обучении академическому английскому языку в мультилингвальных группах.

**Ключевые слова:** академический английский язык, дискурс-анализ, полилингвизм, транслингвальная практика, мультилингвы.

## **MULTILINGUAL GRADUATE STUDENT INVESTMENT IN DISCIPLINARY ENGLISH AS TRANSLINGUAL PRACTICE OF THE U.S. UNIVERSITY CLASSROOM**

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**Abstract.** This microethnographic case study of a course project presentation by two Chinese-English multilingual transnational graduate students of data visualization at a U.S. university argues for academic literacy development in English as translingual practice. Analysis of translingual negotiation strategies and social positioning in small stories across talk and text of the literacy event indicate identity negotiation, learner agency, and ideological investment in a dominant practice of translingual disciplinary English, namely telling “a good story.”

**Keywords:** disciplinary English, discourse analysis, translingual practice, classroom literacy event, multilingual learners.

### **Introduction**

Regarding specialized uses of English, researchers have considered power dynamics in pragmatics of multilingual domestic work (Kwan & Dunworth, 2016), routine multilingual, multimodal literacy practices of a high tech start up company (Fraiberg, 2018), and social positioning in emergent STEM lecturer identities (Block, 2020). However, researchers have yet to explore issues of ideology, literacy, social positioning, and identity regarding multilingual learners and English in the discipline of data visualization, an expanding interdisciplinary field impacting ways consumers of graphic information experience communication. Furthermore, Chinese-English multilingual speakers remain one of the largest groups worldwide learning academic English (e.g. De Costa, Green-Eneix, & Li, 2020). Therefore, this paper investigates translingual practice (Canagarajah, 2013) and social positioning in small stories (Bamberg & Georgakopoulou, 2008), or atypical interactional narratives, in a data visualization classroom among Chinese-English multilingual graduate students.

As Canagarajah explains, in translingual practice, “users negotiate both the diverse semiotic resources in their repertoire and the context to produce a text that is rhetorically most appropriate and effective for the situation” (Canagarajah, 2013, p. 8). Drawing on Darwin and Norton’s (2015) framework of investment in language learning as the confluence of identity, capital, and ideology, I argue that small stories in classroom communication are evidence of investment in translingual practice of disciplinary English.

### **Methodology**

This microethnographic case study is culled from classroom recordings, researcher field notes, artifacts, and retrospective interviews collected as part of a wider ethnographic project. The researcher, a White,

English-dominant U.S. citizen with skills in Mandarin Chinese and ties to Taiwan, observed two graduate-level data visualization courses of a Chinese-English multilingual male full professor, Dr. Wang (王, pseudonym) in a computer science and engineering department of a U.S. research university in Fall 2018.

The argument extends from discourse analysis of one classroom literacy event, an in-class presentation of a course project by a Chinese-English multilingual transnational female student team, Robin and Xiulan (秀兰) (pseudonyms). The presentation stood out for analysis because it more than doubled the five-minute allotment, including an intervention from the professor and a reorganization by the students. Small story analysis examined translingual negotiation strategies, including envoicing, recontextualization, interactional, and entextualization (Canagarajah, 2013), and social positioning, regarding how identities emerged (Bamberg & Georgakopoulou, 2008).

## **Results**

Negotiation of overlapping, sometimes dissonant identities, and investment in a dominant practice of disciplinary English as translingual, were visible:

***Negotiating the task: “You need to tell a good story.”*** Negotiating the assignment resulted from identity differences between Dr. Wang, a data visualization expert, and the project team, whose student identity drove their initial focus on technical details, the focus of the course (Robin Interview, 02/14/2019; Dr. Wang Interview, 02/15/19). With a neoliberal ideology, Dr. Wang had advised students to “tell a good story” (Field Notes, 11/27/18), but Robin and Xiulan initially did not understand his intent of targeting a consumer audience and beginning with a goal of analytics (Artifact, 10/18/18). Small stories communicated with translingual negotiation strategies of recontextualization and envoicing demonstrated learner agency and established the professor’s hierarchical relationship with the women while extending some of his symbolic resources to them. In co-constructing meaning, the students exemplified collaboration along with deference.

***Investing in the task: 「啊那你想怎麼樣？」*** (“Ah, in that case what do you think?”). The project team negotiated and then invested in the dominant practice with rapid alignment of their identities as emerging professionals, their linguistic and symbolic capital, and their ideology regarding the importance of the professor’s recommendations.

A monolingual model might emphasize pausing, code switching, and repetition here as indicative of fluency limitations. However, viewed as translingual entextualization, the women exploited spatiotemporal production processes to align better with disciplinary expectations. Investment unfolded as a product of teaching and learning among multilinguals, both recreating the status quo and reshaping it by incorporating minority students into the global data visualization industry practice.

***Translingual performative competence in storytelling: “So we are gonna answer those two questions.”*** Next, in a series of nested small stories regarding their commercial goals of analytics, the team’s translingual performative competence as storytellers came into full view. This included topic-comment structures typical of Chinese communication in English, particularly in formal settings (Kirkpatrick & Xu, 2002), which occurred without renegotiation. Saying the class was English dominant would overlook ways translingual negotiation strategies reshaped academic English as students negotiated identities, deployed their capital, and aligned with dominant ideology in small story envoicing and entextualization using a multilingual repertoire.

### **Conclusion**

Theoretical implications include the value of a microethnographic exploration of small stories to expand understandings of ways macro-level context and identity differences shape and are shaped by micro-level interactions of translingual practice; small story positioning analysis as a fruitful analytic approach to translingual disciplinary English; and investment in language learning as a productive construct regarding development of disciplinary English among multilingual students.

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## **ВЛИЯНИЕ *BBC MUSIC MAGAZINE* НА РОССИЙСКИЙ ЖУРНАЛ *МУЗЫКАЛЬНАЯ ЖИЗНЬ***

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**Аннотация.** События мира классической музыки отражаются в различных СМИ, и одним из основных средств распространения музыкальной информации является журнал о классической музыке. Редакционные коллегии таких журналов ставят перед собой следующие цели: информировать целевую аудиторию о музыкальных событиях, оказывать влияние на мнение и восприятие читателей, а также быть частью процесса управления музыкальной коммуникацией в целом. Вне зависимости от того, в какой стране издается музыкальный журнал, его авторы стремятся достичь указанных целей. Тем не менее, страна издания безусловно влияет на его содержание. В статье производится сравнение двух журналов о классической музыке: британского *BBC Music Magazine* и российского *Музыкальная жизнь*, обозначаются их различия и сходства, а также оценивается влияние британского журнала на российский.

**Ключевые слова:** журнал о классической музыке, музыкальный дискурс, оценка, рейтинг.

# THE INFLUENCE OF *BBC MUSIC MAGAZINE* ON ITS RUSSIAN COUNTERPART

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**Abstract.** Classical music is portrayed via various media sources. One of them – classical music magazines, which in general aim at informing target audience, influencing opinions and managing musical communication. These features are inherent to any printed media publication about music. However, some aspects of the magazines differ depending on the country. In this research, we compare BBC Music Magazine and its Russian counterpart, reveal their differences, similarities and BBC's influence over Musical Life.

**Keywords:** classical music magazine, musical discourse, evaluation, rating.

## **Introduction**

This research deals with the comparison of two classical music magazines: BBC Music Magazine, written in English and published by Immediate Media Company, thereby enjoying a broader audience and greater influence, and the magazine Musical Life (Musikal'naya Zhizn', with a 3000 copy run each month) in Russian. Belonging to the field of media, classical music magazines influence their readers, creating an opinion about classical music events. The choice of these magazines for the analysis can be explained by:

a) the popularity of BBC Music Magazine among an English speaking audience (27,394 printed copies per month: mainly in the UK, Europe, the USA, Canada and South Africa). The magazine states on its cover, that it is the "World's best-selling classical music magazine";

b) the editorial board of Musical Life emphasizing that the magazine was first published in 1957, thus making it a significantly trusted source in Russia for musical discourse.

Both magazines publish the same themes, because classical music is an international occurrence. However, the ways in which the magazines reflect musical life differ in several aspects. Although BBC magazine is distributed widely around the world, it makes no attempt, as other global magazines, at content localization. It exclusively targets the English-

speaking world, whereas Musical Life, as a Russian classical music magazine, possesses peculiar authenticity in portraying Russian classical music traditions via their articles. Nevertheless, in the age of globalization, musical events impact not only one nation or province, but all humankind. In this respect, the comparison of two magazines belonging to different cultures is of great interest and sets the research goal – to understand whether BBC standards influence Musical Life as a media outlet, or the latter has its own strategies and views on musical events and thus different linguistic means.

The main research questions are:

- 1) Do the editorial boards of the magazines convey the same values?
- 2) How is evaluation expressed in the magazine genres?

### **Methodology**

We hold the view that a printed musical magazine is the sum of different discourses, musical (Aleshinskaya, 2013) and media being predominant. In this respect, the issues were analyzed using the framework of Fairclough's critical discourse analysis (Fairclough, 2003), Bhatia's genre analysis (Bhatia, 2015) and Serebrennikova's axiological analysis (Serebrennikova, 2015). The data was drawn from the September issues of BBC Music Magazine and Musical Life (230 pages altogether). To achieve the research goal and to answer the questions, we analyzed the magazines as multimodal resources, paying specific attention to the genres of 'Chief editor's letter', 'Reviews' ('Releases' in the Russian magazine), and to the headings with leads, considering them the most representative samples. An attempt to interpret the choice of images and photos in the magazines, along with font colors and styles was also made.

### **Results**

The analysis showed that the audience of both magazines is similar. They are people who are able to differentiate between different musicians and vocalists playing the same piece in a historical perspective, or so-called educated *music amateurs*. The abundance of comparisons, musical terms and Italian names proves this. Professional musicians may also find something interesting for themselves in both issues. From the point of view of graphical design, the magazines are also quite similar. Traditionally, the Russian classical music culture adheres to a strict and elite musical direction, hence the pages display a rather dark and monotonous color palette, while the British magazine includes caricatures and some bright pictures.

Evaluation, being an inherent part of musical criticism, is revealed mainly in the part of ‘Reviews’/‘Releases’ and is expressed with such tropes as: epithets, comparisons, and both positively and negatively colored nouns, which help the critics express a nonverbal, sensuous image of music in words. The phrasing of headings and leads in the BBC Music Magazine show the vivid rating and choice adherence of the British magazine (‘the best’, ‘the choice of’, ‘recording of the month’, ‘our pick of’, ‘three to look out for’, etc.), while the star evaluation after each review serves as emphasis. In contrast, Musical Life evaluation components are interwoven into the textual “tissue” of the articles.

### **Conclusion**

The analysis showed that the editors of both magazines express artistic values, inform about musical events and evaluate them. Evaluation is expressed in a similar way in both magazines with the means of literary language. Due to the fact that musical events nowadays are widely accessible, and famous performers (before the pandemic lockdown) had an opportunity to be on world tours, the themes of the two magazines are also similar.

The primary difference between the two magazines is as follows: BBC is inclined to promote rating and choice culture within the classical music world, while the Russian magazine simply informs the readers without reference to the board’s specific choices. A multimodal analysis of the magazines and their sites showed that Musical Life borrowed some cover and content design as well as the heading ‘Releases’ after rebranding in 2018, but on a textual level holds to the traditions of Russian music journalism.

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# ЛИНГВИСТИЧЕСКАЯ КРЕАТИВНОСТЬ И МЕТАДИСКУРС СТАТЕЙ АНГЛОЯЗЫЧНЫХ МЕДИА

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**Аннотация.** Данная статья рассматривает явление лингвистической креативности и ее роли в статьях англоязычных медиа. Статьи из исследовательского корпуса в 600 единиц текста за период 2000-2020 гг. были изучены с применением методики критического анализа дискурса. В результате был сделан вывод о том, что при актуализации в заголовке лингвокреативные единицы демонстрируют стойкую тенденцию к реализации в метадискурсе последующей статьи, тем самым способствуя созданию большей экспрессивности медийного текста. Высказывается предположение, что наличие элементов лингвистической креативности в заголовке может позволить читателю судить о характере последующей статьи.

**Ключевые слова:** медийный дискурс, метадискурс, лингвистическая креативность, заголовок.

## LINGUISTIC CREATIVITY AND THE METADISOURSE OF ENGLISH LANGUAGE MEDIA ARTICLES

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**Abstract.** The article aims to research the phenomenon of linguistic creativity and its role in English language media texts. Sample articles from a 600-item corpus (dated 2000-2020) have been studied with the application of Critical Discourse Analysis methodology to arrive at the conclusion that linguacreative items used in the headline tend to form the metadiscourse of the article to follow, making it more expressive. It is assumed, thus, that the presence of elements of linguistic creativity in

the headline can contribute to the formation of the readers' anticipation strategies.

**Keywords:** media discourse, metadiscourse, linguistic creativity, headline.

## **Introduction**

The phenomenon of linguistic creativity, first examined by N. Chomsky (Chomsky, 1966), is the subject of many contemporary studies, primarily, in the field of cognitive linguistics (Kopnina, Skovorodnikov, 2014; Zabotkina, 2019; Zykova, 2017; Zykova, Kyose, 2020). In our understanding of this term we rely on the definition given by I. V. Zykova, who sees it as "the ability of certain conceptual structures <...> to systematically produce various language signs <...> and ensure the process of their communicative adjustment to the formation of pragmatically oriented discourse, in the course of which basic forms of language signs can undergo various changes, i. e. modify" (Zykova, 2017: 638).

The goal of our study was to research how linguistic creativity functions in English-language media, where its manifestations are particularly common. There exist rigid requirements to the linguistic form of media articles and, especially, media headlines, which have been looked into in works on media discourse (Kostomarov, 1971; Fowler, 1991; Hartley, 2013; Keeble, 2005). However, in media articles this rigidity of form is often combined with the novelty of the form of presentation achieved by resorting to linguistic creativity. This establishes an evident incongruity foregrounded in our work.

The novelty of our paper lies in the fact that we specifically study the way linguistic creativity and its manifestations may form the metadiscourse of media articles, i. e. "information on the way narration is conducted in a text" (Belyaevskaya, 2014: 19) and shape the recipients' anticipation strategies upon reading media headlines.

## **Methodology**

In the course of this research, an individual corpus of 600 articles from quality English language newspapers and magazines (incl. The Economist, The Guardian, The Wall Street Journal, The New York Times and The Washington Post) has been formed by means of continuous sampling, covering a wide range of topical issues in the political, economic and social spheres over the period of 2000-2020. The selected media texts have further been examined with the application of Critical

Discourse Analysis methodology to identify cases of linguistic creativity in their headlines (titles), on the one hand, and the articles to follow, on the other, to establish a connection between those and make a conclusion concerning the role of linguistic creativity in forming the metadiscourse of English language media texts. A particular focus has been made on studying articles covering Russia-related events and phenomena to form an idea of the way this country is perceived in the English-speaking world.

## Results

Our research has showed that, out of the articles selected for the corpus, 91% (548 articles) have headlines which are marked by elements of linguistic creativity at different language layers (phonology, lexis, grammar, stylistics), which leaves the headlines of only 9% (52 items) dry and neutral (for example, *Putin Arrives in China, Seeking Stronger Ties* from the 5 June 2012 issue of The New York Times).

Out of the 548 articles with elements of linguistic creativity, 70% (420 articles) demonstrate correlation between the linguacreative items used in the headline and those present in the text to follow. By correlation we mean that elements of linguistic creativity of the same kind realized at the same language layer as those used in the headline, occur in the body of the text to follow, e. g. the same stylistic device (for example, the pun in the headline *Speedy decline* from the 1 May 2008 issue of The Economist dealing with America's war against methamphetamines is followed by another instance of this stylistic device in the body – *Toothless addicts roamed quiet rural roads, stealing everything that was not **nailed down**, as well as a few things (such as a garage) that were*); creative modification of a phraseological unit (one instance of change in the phraseological unit 'light at the end of the tunnel' is to be registered in the headline *Light at the end of a long, dark tunnel* from the 3 December 2015 issue of The Economist, which is further supported by another modification of the unit in the article body: *a light may at last be flickering at the end of the tunnel*); changing the language code by using a foreignism (for example, the foreignisms in headline of the article *Multikulturell? Wir?* from the 11 November 2010 issue of The Economist are followed by another such instance in the article body – *The CSU asked that immigrants embrace the **Leitkultur** (dominant culture)*); code-switching (exemplified by the use of colloquial 'it's ok' in the headline of the article *Whisper it softly: it's OK to like Germany* from the 13 July 2014 issue of The Guardian, which is further supported

in the article body by such words and word combinations, as: *Dip into the weekend papers; Germans fall back on a welfare system; it's OK to like, admire and even learn lessons from Germany*), etc.

It is reasonable to assume, then, that in media articles the headline tends to form the metadiscourse of the article body, rendering it more expressivity. As a result, depending on the presence of elements of linguistic creativity or absence thereof in the headline, the reader may anticipate more expressiveness and, as a rule, more evaluation in the article to follow.

In the remaining 30% of the cases (180 items), the linguacreative elements actualized in the headline find no further support in the article body. However, in all these cases other linguacreative items were still to be registered in the body, making it expressive.

### Conclusion

The findings of this research can be important for the contemporary theory of media discourse and the issue of headline-article correlation. As it turns out, newspaper and magazine articles in modern press are characterized by a high degree of linguistic creativity to be traced in different parts of their structure.

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## РАЗВИТИЕ ПРОФЕССИОНАЛЬНЫХ КОМПЕТЕНЦИЙ

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### ПРИНЦИП УЧЁТА РОДНОГО ЯЗЫКА КАК ФАКТОР УСПЕШНОГО ОБУЧЕНИЯ ESP

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**Аннотация.** Статья посвящена эффективному решению актуальной задачи обучения ESP в техническом вузе. Отмечается отличие обучения “*second language*” от “*foreign language*”. Обосновывается необходимость обучения “*foreign language*” в техническом вузе с опорой на родной язык. Предлагается обучение с использованием пособия, разработанного на основе англоязычного учебника физики. Приводятся результаты опытного обучения студентов-физиков НИЯУ МИФИ.

**Ключевые слова:** second language, foreign language, опора на родной язык, esp, физика, тезаурус.

### AN ENGLISH THESAURUS AS A WAY TO FORM THE PROFESSIONAL COMMUNICATIVE COMPETENCE OF A STUDENT-PHYSICIST

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**Abstract.** The study shows the relevance of mastering professional English-speaking communicative competence. The main distinctive feature of the subject area is its terminology. We proved the use of the thesaurus as a tool for teaching professional vocabulary to be the best in terms of meeting the learning objectives. The study provides distinctive

features of the English-Russian thesaurus in physics, which in its turn is a natural reflection of this scientific field. We suggest teaching English to students-physicists with the help of a coursebook developed with the use of authentic texts taken from an English textbook on the subject of General Physics. We prove the effectiveness of the proposed method by the results of practical training.

**Keywords:** English-language communication, ESP, thesaurus, vocabulary, terminology

### **Introduction**

The ultimate goal of teaching a foreign language at a university is to master a professional foreign language communicative competence. The vocabulary is the most extensive and least homogeneous area of the human language in terms of function and style (Apresyan, 1995). Whereas other language levels are associated with the peculiarities of the language as a system, the lexical level is directly related to the reality, topic and subject of study.

A dictionary where words are arranged subjectwise is called an ideographic dictionary. One of the first thesauruses – “Thesaurus of the English language” by Peter Marc Roget (Roget, 2000) is an ideographic dictionary. According to Roger, a convincing classification of words according to their meanings is impossible until we properly study and organise the real-life objects these words define.

Experts in various fields of knowledge have repeatedly noted that “subjectwise distribution of the material best corresponds” (Solovova, 2002; Kulikova, Salmina, 2004; Mazunov, 2000) to the tasks of the educational terminological dictionary.

### **Methodology**

The main methodological feature of the thesaurus is the way the vocabulary is set in it within the terms of the texts that contain specific concepts. Thus in special terminological thesauri, the terms are in the context of the subject area. Students have no difficulties in the perception of such terms because they are studied along with the subject. Psychologically speaking thesauri reproduce the mechanisms of our memory. At the same time, structuring as a psychological device increases the effectiveness of teaching in general and teaching foreign vocabulary, in particular.

To train professional, communicative competence in English, we need teaching resources that would meet the requirements of the task at

hand. Judging from the practical experience of ESP methodologists we find that when choosing educational resources for teaching a foreign language for specific purposes it is best to refer to coursebooks in the relevant discipline written by native speakers (Komarova, Oks, Badmaeva, 2005). Knowledge of the basic concepts in a particular subject area determines the competence of a specialist. Physics is an extensive science which consists of a large number of sections or subject areas. They represent a system that describes physical phenomena and processes. Terminology in physics is an entity, and it consists of term systems. Those are interconnected on the conceptual and subject levels (in the field of mechanics, electricity, optics, nuclear physics, etc.), which, in turn, are divided into subsections, etc. As a result, we have a thesaurus that contains both scientific terms and entries that describe the related concepts.

Considering the above, we claim that the most appropriate and effective way to teach is to present the material in the form of authentic texts in English, which can easily be used in the structure of the thesaurus.

NRNU MEPhI published the coursebook "English Thesaurus of Student-Physicist" (Andrianova, 2013) which had been written with reference to the Serway's College Physics textbook in physics for colleges published in the USA (Jerry, 2006). Russian students who have chosen physics and technical disciplines as their future profession will find the level of General Physics presentation relatively straightforward. The sequence of the subject presentation, the order and the chapter titles proposed in the coursebook are entirely consistent with the source. This allows future physicists to learn how the subject is taught abroad. The coursebook does not include mathematical calculations. The quality of the presentation is essential, and it allows students to focus on studying professional English. The Appendix of the coursebook contains a terminological glossary.

## **Results**

To verify the effectiveness of teaching with the use of the proposed coursebook, we carried out practical training with six groups of 1st and 2nd-year students. The first group was trained according to the previously accepted methods without the coursebook. The second group was trained only with the use of the texts from the coursebook. The third group was fully engaged in training with the help of the complete coursebook, which contained all its texts and practical exercises. During the academic year, we carried out training in three groups of the first

and second-year students and performed control measurements at the beginning, in the middle of the course and at the end. Control measurements were in the form of tests and aimed at assessing the knowledge of the vocabulary of the coursebook. The target vocabulary was wholly related to the speciality of students-physicists.

The students who had studied the course with the use of the complete coursebook and had an opportunity to consolidate the material showed the best results. The students who had had a chance to learn the vocabulary in the process of reading the texts did much better at the tests than those who had covered the earlier established curriculum which lacked sufficient amount of lexical material. From the results obtained, it turned out that the first-year students coped with the test tasks better than the second-year students. This indicates gaps in the knowledge of the second-year students because we taught them without the experimental coursebook during their first year of education.

### **Conclusion**

In the course of the research, we determined the features of the thesaurus that make it the most effective and appropriate dictionary for education purposes. It contains the terminology in the context of the subject area, which facilitates understanding of the term. The study also showed the effectiveness of the thesaurus in terms of psychology. We connect this fact to the idea that structuring reproduces our memory mechanisms.

In this paper, we showed that it is possible to present the physics terminology as a thesaurus. This fact will allow us to take advantage of such dictionaries when teaching physicists. First of all, we mean putting the vocabulary into a logical order and organising it according to themes and subjects.

We managed to prove by experiment that it is most likely for students to become competent in professional English when they study terminology with the help of the thesaurus.

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## **РАЗВИТИЕ ПРОФЕССИОНАЛЬНЫХ КОМПЕТЕНЦИЙ БУДУЩИХ ИНЖЕНЕРОВ ПРИ ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ**

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**Аннотация.** В статье рассматривается проблема формирования профессиональных компетенций студентов инженерных специальностей в процессе изучения английского языка. Разработана образовательная профессионально-ориентированная методика обучения английскому языку с использованием метода проектов. Представленный подход направлен на совершенствование иноязычных коммуникативных навыков и активизацию умственных способностей студентов в процессе выполнения небольших исследовательских

проектов на английском языке по актуальным инженерным проблемам.

**Ключевые слова:** метод проектов, ELL, ELT, ESP, коммуникативная компетентность.

## **DEVELOPING PROFESSIONAL COMPETENCIES OF FUTURE ENGINEERS WHEN TEACHING ENGLISH**

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**Abstract.** The article deals with the problem of developing professional competencies of engineering students in the course of learning English. An educational professionally oriented methodology of English language teaching is developed using a project-based approach. The presented approach is aimed at improving foreign language communicative skills and activating students' mental ability in the process of performing small research projects in English on topical engineering problems.

**Keywords:** project-based method, ELL, ELT, ESP, communicative competence.

### **Introduction**

Training a modern engineer requires the development of his personality, including communication skills in a foreign language, which contributes to their successful professional functioning in the world community. According to the latest educational standards, graduate students at national research universities should be trained to become good specialists, capable of performing research work. They should have skills to learn independently, as well as to work in a team carrying out small projects in the relevant subject area. To meet these requirements, the project method has been applied to the professionally oriented English language teaching of graduate students (Volchek, 2019). The proposed approach complies with the competence-based paradigm, which is considered to be “the deepest and most developed system of theoretical, methodological, technological and methodical *installations in education*” (Kunanbayeva, 2016). The essence of the educational process in the context of a competence-based paradigm is creating situations and

providing support for actions that can lead to the formation of a certain set of competencies. The benefits of the competence-based English language teaching have been postulated in several recent tutorials for graduate students following the engineering pathway (Kuznetsova, 2015; Trufanova, 2019) that were relied upon in the current study.

### **Methodology**

An educational, project-based professionally oriented methodology has been developed for the English language teaching of engineering students. It is intended to stimulate students' mental activity by performing research projects in the relevant subject area. This method is widely used by teachers of knowledge-intensive STEM subjects to help students achieve a deeper understanding of their subjects. When teaching a foreign language, the STEM-based project work can significantly speed up the formation of students' foreign language lexical competence and contribute to their better understanding of the specialty being studied.

Three main stages of working on the project in the English language teaching are distinguished: (1) discussion of the project topic in the classroom and drawing up a work plan, (2) extracurricular work on the project in groups and individually, (3) presentation of the project and evaluation of the results achieved. Due to the project work, a combination of the following types of activity is trained: thinking, acting, and speaking in an explicit form and the emotional and personal perception of information in an implicit one. The success of the training will depend on how clearly the problem that students will work on is formulated, and what linguistic means are available to them to present the results in a foreign language.

In order to maximize the benefits of the project work in teaching English, we recommend that subgroups of 2-5 students are formed to work on the problem in the specified subject area. Working with others enables students to share their ideas and see problems from different perspectives.

Project work also increases the intrinsic motivation and interest of students in learning a foreign language; develops creativity, research skills, the ability to express one's own thoughts in both native and foreign languages; expands professional knowledge by mastering English-language terminology and reading professional literature in English. A mandatory requirement for the implementation of projects is the use of Internet resources as well as information and communication technologies.

## Results

The proposed methodology was implemented for teaching graduate students specializing in mechanical engineering. The topics of the projects were suggested by a teacher on the basis of preliminary study of authentic English-language texts in relevant subject areas. Several groups of graduate students were taught to make presentations using the manuals (Armer, 2011; Bykovskaya, 2013) enabling them to communicate more confidently and effectively. All presentations were prepared on the basis of scientific articles found by students in high-quality journals in accordance with their core subjects. Certain fragments of the articles were selected to read, translate and analyze the content using the instructions given in (Gurova, 2015; Rubtsova, 2006).

## Conclusion

The results obtained in this study show that the proposed methodology applying the project-based English language teaching method can help engineering students to develop their professional competencies and become competitive specialists both in this country and abroad.

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## **РЕАЛИЗАЦИЯ ДИАЛОГА ПРОФЕССИОНАЛЬНЫХ КУЛЬТУР НА СТРАНИЦАХ УЧЕБНИКА ИНОСТРАННОГО ЯЗЫКА ДЛЯ СПЕЦИАЛЬНЫХ ЦЕЛЕЙ**

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**Аннотация.** В статье исследуется диалог культур как одно из ключевых понятий современной лингводидактики, влияющее на все составляющие образовательного процесса. Являясь микромоделью такого процесса, учебник призван отразить ведущие подходы к преподаванию. Наше исследование направлено на то, чтобы выяснить, как разработать учебник иностранного языка для специальных целей таким образом, чтобы он представлял равноправный диалог между профессиональными культурами, способствуя тем самым улучшению способностей студентов справляться с профессиональными взаимодействиями на иностранном языке.

**Ключевые слова:** иностранный язык для специальных целей, учебник, диалог культур, профессиональная интеракция.

## **DIALOGUE OF PROFESSIONAL CULTURES AND ITS IMPLEMENTATION IN LSP TEXTBOOKS**

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**Abstract.** The article studies the dialogue of cultures as one of key concepts in modern language teaching impacting all the components of educational process. Being a microodel of such process, the textbook is intended to reflect the leading approaches to teaching. Our research is aimed at figuring out how to design a LSP textbook so that it represents

an equal dialogue between professional cultures thus contributing to the improvement of students' abilities to handle L2 workplace interactions.

**Keywords:** LSP, textbook, dialogue of cultures, workplace interaction.

## Introduction

The idea of the dialogue of cultures, which originated in the philosophical works of M. M. Bakhtin and V. S. Bibler, has been comprehensively reflected upon and further on developed in the sciences of education, in particular in language pedagogy. Being accepted by linguodidactics, the concept of cultural dialogue has taken a key place in several cultural approaches, namely socio- and intercultural ones.

Nevertheless, quite recently researchers' attention has been riveted to the concept of *non-dialogue of cultures* (Tareva & Tarev, 2020; Sysoev 2018), which implies a significant revision of the intercultural competence components as well as teaching strategies.

In the context of rapid processes of globalization and integration, which result in the formation of a multicultural and multilingual world, the issue of interaction between professional cultures and their subjects is particularly acute. These phenomena certainly pose a challenge to the higher education system, which is aimed at ensuring professional socialization of students, including in its cross-cultural aspect (see the Federal state educational standard for high school). In this regard, the principles of designing multicultural communicative education by means of co-studied languages in high school, proposed by V.V. Safonova (Safonova, 2017), deserve a particular attention. In this concept, *the principle of dialogue between cultures and civilizations* plays a dominant role.

This principle involves modeling a multilingual cultural and educational environment that would prepare students to perform the role of subjects of cultural dialogue, contributing to the formation of personal qualities and skills necessary for effective intercultural interaction. In addition, the implementation of this principle is carried out on an interdisciplinary basis for students to get a holistic understanding of such value-oriented attitudes as: the material and spiritual culture of the co-studied language communities, the culture of intersubjective interaction, geopolitical aspects of intercultural interaction, etc.

The present study is aimed at giving an insight into how an LSP textbook based on the principle of dialogue and interaction between 2

professional cultures (domestic and foreign one) can contribute to raising students' cultural awareness as well as improving their abilities to establish a professional dialogue with foreign partners or clients.

### **Methodology**

The research questions for the study are:

- 1) Which approaches form the theoretical ground of an LSP textbook aimed at promoting intercultural dialogue?
- 2) Which strategies are to be applied in an LSP textbook to prepare students to intercultural workplace dialogue?

To answer these questions we 1) carried out an analysis of scientific literature to identify a combination of approaches lying at the core of an LSP textbook; 2) applied a technology of pedagogical modeling to create an algorithm of an LSP textbook design.

### **Results**

The textbook on L2 professional communication, being a micromodel of the educational process as well as a key element of the university's educational environment can fully contribute to the implementation of *the principle of dialogue between professional cultures and civilizations*. Partially it can be reached through a balanced application of theoretical approaches to textbook design such as: competence-based (goal-oriented), contextual (content-oriented), intercultural (value-oriented) and interdisciplinary ones.

It is important to highlight that the axiological component of an LSP textbook is implemented through the application of the intercultural approach. A.V. Golubeva and A.L. Berdichevsky, who develop the theory of an interculturally-oriented textbook on Russian as a foreign language, define the main goal of intercultural education not as transmitting certain information about a new culture, but as instilling the ability to understand it, eliminate certain biases and stereotypes, to be critical towards one's own culture and to behave appropriately in an intercultural situation. Thus, an intercultural textbook has every opportunity to become a means of countering monocultural centrism, deculturation and assimilation (as a result of the loss of national identity), manifestations of xenophobia and intolerance to the "other" (Berdichevsky & Golubeva, 2015). The implementation of intercultural approach in a textbook presupposes the use of such strategies as: 1) problem-based approach to the design of professional cases to be dealt with; 2) parallelization of professional discourses in native and foreign languages which appears to be particularly productive, since it is the discourse in the to-

tality of its components (subjects, communication situations, texts) that allows the learner to get the most complete picture of the cultures in contact; 3) intercultural commenting that can go along with either oral or written professional discourses in both languages; 4) simulation of professional problems in L2 involving foreigners.

To test our assumptions, we designed two experimental textbook modules, aimed at forming intra- and extraprofessional interactional competencies of law students, the first being responsible for establishing contacts within international workplace community whereas the second – for dealing with foreign clients (non-professionals) (Voskresenskaya, 2018). Both modules were discourse-based, which means that discourse analysis served as a reference for the selection of genres to be taught in each situation and the subsequent structuring of the content (Polushkina & Voskresenskaya, 2020).

### **Conclusion**

The experimental textbooks designed in line with intercultural approach were successfully tested and proved their efficiency in teaching legal French to second- and third-year students of Kutafin Moscow law university. The intercultural dimension, ensuring an equal dialogue between professional cultures and conceptual spheres, appears to be a powerful tool when conceiving a textbook and organizing educational process around it.

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## **ПОДГОТОВКА УЧИТЕЛЕЙ АНГЛИЙСКОГО ЯЗЫКА В МУЛЬТИКУЛЬТУРНЫХ ОБЩЕСТВАХ**

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**Аннотация.** Индустриализация и глобализация сделали мировое сообщество мультикультурным. В большинстве стран образовательные учреждения также стали мультикультурными. В этом случае раскрывается важность подготовки культурно толерантных учителей. Подготовка учителей, в частности английского языка, была бы разумным решением, поскольку язык является лингва-франка и преподается в каждом учебном заведении. Учителя с пра-

вильным подходом будут учить и практиковать уважение к культуре других и способствовать миру в интернациональных обществах.

**Ключевые слова:** толерантность к культуре, глобальный мир, учителя, педагогическое образование, поликультурное общество.

## TRAINING ENGLISH LANGUAGE TEACHERS IN MULTICULTURAL SOCIETIES

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**Abstract.** Industrialization and globalization made the world community multicultural. In most of the countries educational institutions became multicultural too. In this case training culturally respectful teachers reveals its importance. Training English language teachers would be a reasonable solution as the language is lingua franca and is taught in every institution. Culturally respectful teachers would teach and practice respecting others' culture and contribute peace in multicultural societies.

**Keywords:** Culturally respectful, global world, teachers, teacher education, multicultural society.

### Introduction

It is a well-known fact that, most people are comfortable interacting with people, behaviours, and ideas that they are familiar with. However, they react with fear and anxiety when faced with the unfamiliar. Among its other goals, culturally respectful teaching aims to teach students that differences in viewpoint and culture are to be cherished and appreciated rather than judged and feared (Lynch, 2012). Training English language teachers in multicultural societies is much more important than simply recognizing the cultural background of the students. Culturally respectful teachers approach students holistically and this makes the education programme more flexible (Bağçeci, Başaran and Vural, 2016). It is critically important that students should feel that their culture is respected in order a teacher have a culturally respectful teaching (Karataş and Oral, 2016, p.438). Another important study is conducted by Koltuk (2018). According to his findings culturally respectful teaching is im-

portant, however, teachers are not enough equipped with cultural knowledge of diverse society in the areas they teach. That is why they face many problems (Koltuk, 2018).

### **Methodology**

A mixed method of research is used while conducting surveys and observations as the research required both qualitative and quantitative data.

### **Results**

As part of the study the author checked syllabuses of several teacher education programmes. (Unfortunately, he cannot reveal the names of those institutions, as a part of the research ethics, as he did not get an official permission to observe their syllabuses). Most of those programmes do not include a course on cultural diversity and cultural respect. However, while researching on this study he came across with some in-service teacher training programmes which arose as a need because of multicultural educational settings around the globe. The objective behind establishing a teacher training programme should be to prepare competent teachers with higher abilities to bring qualitative and quantitative change in the school education system. They should have a solemn commitment to address themselves vigorously to the needs arising from a dynamic and rapidly changing society. They should align themselves to the requirements of the new age teaching, conducting research, disseminating new knowledge and developing application of existing knowledge. They should prepare life-long learners who are able to apply their knowledge, in a cross cultural and diverse society. The findings also proved that in many education settings if the content of education is not reflecting their cultural values then they “believe that education beyond basic literacy and numeracy has little value for their immediate and future social and economic capabilities” (DeJaeghere and Miske, 2009, p.171).

### **Conclusion**

With the process of globalization training culturally respectful teachers has gained an enormous reputation in almost all multi-cultural educational contexts. There are various roles played by teachers in understanding students’ needs. Some of them are learning about students’ interests, planning and organizing classroom activities, assessing the students’ performance, understanding the basic needs of students, encouraging them to improve, calling for students-parents meeting and discussing with them about the students’ performance or discipline, motivating

students to do better, encouraging them to participate in extracurricular activities, and so on. It is quite essential for teachers to be social, serious, understanding and have friendly nature so that the students feel comfortable to seek any help without hesitation.

All in all, for a teacher it is crucially important to respect students' culture in order to have a space in their hearts', in order to achieve great success. The findings of this study are hoped to have implications for training culturally respectful teachers in education institutions.

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## **ФОРМИРОВАНИЕ ПРОФЕССИОНАЛЬНЫХ КОМПЕТЕНЦИЙ ПРИ ОБУЧЕНИИ ИНОСТРАННОМУ ЯЗЫКУ**

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**Аннотация.** Статья анализирует применение компетентностного подхода на занятиях по иностранному языку в техническом вузе. Особое внимание уделяется профессионально-ориентированной технологии обучения, применяемой на занятиях по иностранному языку в целях формирования профессиональных компетенций обучающихся. Описаны методы, результаты и проблемы исследования.

**Ключевые слова:** компетентностный подход, профессиональная компетенция, профессионально-ориентированный подход, технический вуз.

## **DEVELOPMENT OF PROFESSIONAL COMPETENCIES IN FOREIGN LANGUAGE TRAINING**

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**Abstract.** The article deals with the problem of applying the competence approach that is a base of development of professional competencies in foreign languages training and reveals their list according to the educational standard. The research methods as well as the results of the study and their discussion relating to the topic are described. Such an aspect as professional orientation in foreign language training is highlighted. From the point of view of the author, the problem under consid-

eration can be solved by utilizing special technologies described in the paper.

**Keywords:** competence approach, professional competencies, professional orientation in foreign language training.

## **Introduction**

The educational standards of recent years have reflected the replacement of the knowledge paradigm by the competences one. One of the tasks of the educational standards is to form both general cultural competences and the professional ones by means of using interdisciplinary connections and the approaches to the process of education as well as up to date IT, situations of professional communications and so on.

As for the disciplines related to foreign languages, the task becomes extremely complicated by the requirement to develop not only language skills and abilities, but also contribution to the development of professional skills, not only communication ones, but professional communication skills. In this regard, the problem of effective ways to form professional competencies among high school students becomes highly relevant.

In modern society, a successful graduate must have a certain level of professional competence. Professional competence consists of business and personal qualities of a specialist, including his knowledge, skills and experience necessary for the successful implementation of professional activities and the ability to analyze and predict the results of work. Professional competence for any profession also encompasses a certain set of universal and professional competencies.

## **Methods**

Analysis of educational and methodological literature, as well as scientific works of domestic and foreign researchers dealing with the problem of competence and competencies (V. I. Baydenko, Z. F. Zeer, I. A. Zimnaya, Chomsky, A.V. Khutorskoy, M. A. Choshanov etc.) indicates that it is considered rather comprehensively and deeply in modern pedagogy and practice. At the same time, it can be argued that the study of the problem of forming professional competencies professional-oriented foreign language teaching at non-linguistic faculties of higher education institutions through professionally-oriented training technology is still insufficient, since most of scientists consider certain aspects of this problem as a separate subject: S. V. Averyanova ( Formation of professional competence of foreign language teaching at universities of eco-

nomie profile), D. L. Matukhin (Professionally-oriented foreign language training.)

At the same time, the analysis of advanced pedagogical experience in teaching a foreign language allows us to state that the process of formation of students' professional competences requires special pedagogical conditions, the introduction of modern didactic technologies, among which the leading place is occupied by professional orientation in foreign language training.

To analyze the problem of the formation of professional competence of high school students the methods of interviews, questionnaires, observation, conversation, experimental work, analytical and comparative methods as well as the methods of mathematical statistics ( $\chi^2$  and Mann-Whitney U-criterion) were used.

The data of the experiment on introduction of professionally-oriented learning technology showed that, in general, positive dynamics of the level of professional competences formation at high school was manifested in their ability of analyzing scientific and technical information, regulatory and methodological materials on methods for ensuring information security of telecommunications systems (56 %), compliance with laws and regulations (51 %), communication skills (67 %), life-long learning (52 %), responsibility for engineering solutions (53 %), search and implementation of innovations (54%).

## **Results**

The main part of these competencies is formed in the process of studying specialized disciplines. However, their formation would be incomplete without studying liberal arts. From the point of view of the students questioned, there are some subjects besides the technical ones that can help develop the competencies mentioned above, they are: philosophy, pedagogy and psychology, law and foreign language.

It should be noted that without communication skills no successful professional activity is possible. We consider communication skills to be readiness for effective oral and written communication in any foreign language. In addition, 80% of respondents agree that studying the discipline "Foreign language" is an effective tool for improving the level of communication skills.

So, the professional orientation of teaching a foreign language develops not only communication skills, but also works out many other competencies. Students acquire knowledge that they will demand in their future activities.

The choice of professionally-oriented tasks depends primarily on the student's position. Depending on the activity of students in foreign language classes, the following technologies can be used: problem discussions, project method, case technologies, brainstorming, game technologies (business and role-playing games, dramatization, etc.), reading and writing as a means of developing critical thinking, etc.

The increasing interest in learning a foreign language and awareness of its connection with the future profession can be achieved not only by traditional methods and means, but also through creative tasks (for example, participation in a festival of videos promoting the need to learn a foreign language for the future profession); through participation of students in conferences, round tables as well as discussion clubs with native speakers.

It is quite obvious that a foreign language is not only a subject of study, but also a means of training. A special role in the formation of professional competence is played by learning in the context of the future profession of students). By means of a foreign language, you can also successfully model the subject content of professional activity as well as with the help of basic subjects.

### **Conclusion**

Thus, professional competence consists of a set of competencies that are formed using various disciplines of the curriculum. Training a foreign language is an integral part of the process of forming a competent specialist. Successful implementation of professionally oriented foreign language training will allow high school graduates to become competitive specialists in the future.

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## **РАЗВИТИЕ ПРОФЕССИОНАЛЬНЫХ КОМПЕТЕНЦИЙ ПРИ ИЗУЧЕНИИ ИНОСТРАННОГО ЯЗЫКА В КОСОВО**

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**Аннотация.** Автор исследует профессиональные компетенции преподавателей факультета иностранных языков Призренского университета Косово в представлении современных методик при обучении английскому и немецкому языкам студентов, для которых родными языками являются албанский, боснийский, турецкий и другие. Помимо анализа приемов, форм и стратегий обучения, дается также описание используемых на факультете цифровых технологий, способствующих развитию профессиональных компетенций будущих специалистов при изучении иностранного языка.

**Ключевые слова:** развитие профессиональных компетенций, изучение иностранного языка, подготовка преподавателей.

## **DEVELOPMENT OF PROFESSIONAL COMPETENCES IN FOREIGN LANGUAGE TRAINING IN KOSOVO**

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**Abstract.** This research will be focused on the professional competences of teacher in presenting the modern methods in foreign language training in Kosovo. The professional competences at the Foreign Language Department at the University of Prizren with the students with different mother tongue (Albanian, Bosnian, Turkish, Roma etc.) studying German and English as Foreign Language and more widely the ways in which academic staff are delivering them using a range pedagogical strategies and resources including digital technologies. Collectively they provide a wide-ranging and insightful guide to the methodologies that are being employed to help graduates, through their study of foreign language, to transition from university into the world work. They are based on extensive enquiry, discussion and practice on the part of the author and offer a wealth of thought-provoking ideas and examples that readers can reflect upon and integrate successfully into their own teaching practice.

**Keywords:** development of professional competences, foreign language learning, teacher training.

### **Introduction**

The main subject of this research is the development of Professional Competences in Foreign Language Learning, several discussions in the society begin with the claim that the question of employability and Higher Education's (HE) contribution to it are the professional competences on Foreign Language Learning and is an issue for the sector (education and society) as a whole, not just language education. Bausch & Krumm (2003) for example, points towards the debate that the Foreign Language Learning (FLL) at the university courses should equip their students with both the hard and soft skills, knowledge and competencies necessary for both successful and fulfilling careers and to meet the

needs of students as well as of society more widely. Such discussions have been the catalyst for a growing number of articles, papers, frameworks and conferences seeking to draw attention to 21<sup>st</sup> century development of professional competencies and how universities might integrate a focus on these into their curriculum.

Harmer (2012) offers a structure and process for developing ways in which to deliver these skills in higher education and teacher training programs. According to the HEA, providers within the sector are coming under increasing pressure from all stakeholders including alumni, employers, government bodies, parents, professional organisations as well as their current students to prioritise this agenda in its strategic planning processes and arrangements. As König (2003) explains in his contribution, Learn/Acquire has taken considerable steps to develop strategies that “emphasise and stress the importance of professional competences and quality education for employability” in a wide range of contexts including on the university’s Institution-Wide Language Programme and Professional Competences of FLL.

BALEAP (The global forum for English for Academic Purposes) on the other hand, explores the affordances of the modern language classroom for delivering key digital competencies such as online literacy and digital content creation. They explore these themes in their own context of teaching, in which, due to the remoteness, heterogeneity and flexible learning needs of students, technology plays a central role in delivery.

### **Methodology**

The use of digital tools and questionnaires on development of professional competence, quality and quantitative methodology based on BALEAP research materials and questionnaires on students, teachers and management staff of the University and Education Department.

### **Results**

The use of digital technologies in language teaching has a high contribution in the development of professional competences and they support student employability.

### **Conclusion**

The research effects the development of professional competences in FLL and shows that the digital content creation and e-learning literacy of a teacher needs to change and academics need to embrace new technology since Kosovo society is now reconnected to the most recent developments in science, technology and culture.

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## СОЦИАЛЬНО-ПСИХОЛОГИЧЕСКИЕ ОСОБЕННОСТИ МЕЖКУЛЬТУРНЫХ КОММУНИКАЦИЙ В ЭПОХУ БОЛЬШОЙ НЕОПРЕДЕЛЕННОСТИ

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**Аннотация.** Статья посвящена проблеме социально-психологических особенностей межкультурной коммуникации в современный период. В статье автор пытается научно осмыслить социально-психологические основы фундаментальных изменений в современном мире и их влияние на коммуникативные процессы в мультикультурном обществе. На основе анализа научного содержания и реинтерпритации результатов, полученных (другими) исследователями в области социальной психологии, лингвистики, нейропсихологии, психолингвистики, когнитивной психологии, культурологии, социологии, философии, антропологии, этнографии и других гуманитарных наук, а также экспертного опроса, автор рассматривает социально-психологические закономерности, осо-

бенности и детерминанты межкультурной коммуникации в современный период, а также условия и факторы, которые их определяют. Автор исследует национально-культурные предпосылки развития межкультурной коммуникации в международной науке. В исследовании излагаются перспективы межкультурных коммуникаций в рамках проектов класса Mega science. Кроме того, в нем анализируются результаты мозгового штурма, реализованного на большой выборке, посвященной изучению инвариантов профессионализма технических и гуманитарных специалистов, и определяется местом межкультурной коммуникации в системе Future skills и World skills international. Наконец, делается вывод о том, что мультикультурные коммуникации в период Большой Неопределенности\* претерпевают глубокие изменения по форме и содержанию, в то время как их роль как регулятора социальных отношений в системе Личность – Общество – Государство – Мировое сообщество в ближайшем и отдаленном будущем значительно возрастет.

**Ключевые слова:** межкультурные коммуникации, Большая Неопределенность, социально-психологические особенности, детерминанты, условия, факторы, проекты класса Mega science, Future skills, World skills international.

*\* «Большая Неопределенность» – категория, впервые введенная автором для обозначения сложного социально-психологического, культурно-исторического феномена, сформировавшегося на основе десяти революций, происходящих одновременно в современный период, и проявляющегося на уровне системы вызовов и угроз в современном мире, совокупный результат которых становится непредсказуемым.*

## **THE SOCIO-PSYCHOLOGICAL FEATURES OF INTERCULTURAL COMMUNICATION IN THE AGE OF GREAT UNCERTAINTY**

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**Abstract.** The subject of the research – socio-psychological features of cross-cultural communication in the modern period. The **Purpose of**

**research:** As part of the programs to study (2015–2020) the invariant of professionalism of specialists of the third Millennium (Ranepa under the President of the Russian Federation) and determine the “future skills” of technical specialists, as well as teachers of Higher school (MEPhI), to identify socio-psychological patterns, features and determinants of intercultural communication in the modern period, as well as conditions and factors that determine them.

**Keywords:** cross-cultural communications, patterns, features and determinants, conditions and factors, projects of the “Mega science” class, Future skills.

**Main results of the research:**

1. The conditions and factors affecting cross-cultural communication in the modern period are studied.
2. Identified socio-psychological patterns, characteristics and determinants of cross-cultural communication in the modern period.
3. National and cultural prerequisites for the development of cross-cultural communications in international science are studied.
4. Prospects of cross-cultural communications in the framework of projects of the “Mega science” class are defined.
5. The role of cross-cultural communications as one of the key Future skills 2040-2050 is established.

The article is devoted to the socio-psychological features of cross-cultural communications in the era of Great Uncertainty. The world we live in is changing rapidly. We are on the threshold of fundamental civilizational shifts, which are largely due to the five global revolutions currently taking place: digital, information, scientific and technological, cognitive and institutional. Each of these revolutions has its own historical background, socio-psychological features, social mechanisms, patterns, determinants, which, in modern conditions, superimposed on each other, form the phenomenon of socio-psychological, cultural and historical resonance, forming the General outlines of the era of Great Uncertainty.

The characteristic features of this era, on the one hand, are the presence of “Windows of opportunity” and new drivers of development, on the other hand, if there is no proper response to modern challenges and threats, it is likely to lose any prospects.

At the same time, research shows that the role of cross-cultural communications, which act as a social mechanism, a system tool, and a regulator of international relations, is changing. This is especially true of global economic crises, the maximum aggravation of contradictions, a sharp drop in the level of trust between countries, balancing on the brink of world war 3, and the manifestation of maximum international aggression against our country.

The combination of these conditions and factors has formed a systemic General cross-cultural content, which manifests itself in a complex of socio-psychological features of cross-cultural communications in the era of great Uncertainty, which, to a large extent, are contradictory, dialectical in nature. First of all, these socio-psychological features reflect the contradictions between:

- well-established trends of globalism and the desire for “brilliant isolationism” that has emerged recently;
- a sharp expansion of the technological capabilities of cross-cultural communications and the conduct of sophisticated continuous information and psychological wars against Russia;
- aggravation of confrontation in politics and economy and effective international cooperation in the field of science and culture.

The article notes that one of the most promising areas of cross-cultural communication is international projects of the “Mega science” class [2; 3; 4; 5; 6; 7; 8; 9], international cooperation in space, and the development of the Arctic and Antarctic.

Analysis of research results in the field of “future skills” shows that along with social intelligence cognitive load management (cognitive load management), cross-cultural competence – the ability to interact at the international and cross-cultural level will play a key role in the near and long term.

It is emphasized that virtual collaboration using modern remote communication technologies has become popular in the context of the COVID-19 pandemic: the world scientific community, in various fields, including the nuclear industry, has very quickly adapted to the requirements of virtual cooperation. Examples include brainstorming sessions, international conferences, and regular work conferences held using online conference services such as Microsoft Teams, Zoom, and Skype for Business.

The article also discusses various conceptual approaches in socio-psychological, neuroscience, psychophysiological and cultural studies

devoted to the cultural specificity of types of scientific and everyday knowledge. The results of these studies prove the fact of complementarity of both cultures and types of knowledge. It is assumed that the interaction of different cultures at the level of scientific cooperation takes the character of “mutual cooperation aimed at achieving a global result – the development of a unified and heterogeneous components of world science” [1].

In conclusion, the article concludes that the existence of modern civilization is impossible without the desire for agreement between cultures, which can only be achieved through mutually beneficial cooperation between them, in which cross-cultural communication plays a key role. In the conclusion of the article, the conclusion is formulated that the existence of modern civilization is impossible without striving for harmony between cultures, which can only be achieved through mutually beneficial cooperation between them, in which cross-cultural communications play a key role.

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## **РАЗВИТИЕ ПРОФЕССИОНАЛЬНЫХ ЖУРНАЛИСТСКИХ КОМПЕТЕНЦИЙ В ПРОЕКТНО-ОРИЕНТИРОВАННОМ КУРСЕ ПО ЖАНРОВОМУ ПИСЬМУ НА АНГЛИЙСКОМ ЯЗЫКЕ**

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**Аннотация.** В статье описан опыт реализации инновационной проектно-ориентированной программы «Основы журналистского письма» (BJW), разработанной на факультете журналистики МГУ. В рамках программы студенты проходят путь от изучения и анализа текстов различных журналистских жанров до написания собственных статей на английском языке, публикуемых в англоязычном факультетском журнале MessAge. Программа сочетает в себе элементы методов проектного обучения, CLIL и различные подходы обучения письму.

**Ключевые слова:** обучение письму на английском языке, жанровое письмо, профессиональные компетенции, проектное обучение, журналистика, компетенции журналиста.

# DEVELOPING PROFESSIONAL JOURNALISTIC COMPETENCIES IN A PROJECT-BASED ENGLISH GENRE WRITING COURSE

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**Abstract.** The presentation describes the experience of implementing an innovative project-based programme Basic Journalism Writing (BJW) designed at the Faculty of Journalism, Moscow State University. The programme guides the learner from meticulously studying and analyzing texts of various journalistic genres to writing their own articles and publishing them in the English-language student-led faculty medium MessAge. The programme combines elements of PBL, CLIL, process and product writing approaches.

**Keywords:** teaching writing, journalistic skills, journalism, professional competence, project-based learning;

## Introduction

Teaching foreign languages to college and university students is most commonly built around the idea of teaching English for Specific Purposes (ESP). The concept of ESP laid the foundation for the Exemplary Foreign Language Syllabus for Non-Language Universities and Faculties designed by E. Solovova [Solovova, 2009]. According to Dudley-Evans and St John, all ESP teaching should reflect the methodology, terminology, and activities of the disciplines and professions it serves [Dudley-Evans: 1998:4]. According to Hutchinson, ESP is an approach to language learning that distinguishes between performance and competence, that is what people do with the language and the range of knowledge and abilities that enables them to do it. Therefore, designing appropriate courses for various groups of learners is the main goal of ESP specialists [Hutchinson: 1991:21].

Hence, an ESP syllabus in journalism and mass media should be aimed at developing professional journalistic competencies: identifying topical story ideas, collecting and analyzing data, writing journalistic texts in a variety of genres, redrafting, editing, pitching texts, and developing creative media concepts.

The authors claim that a combination of techniques taken from Project-Based Learning (PBL), Content and Language Integrated Learning (CLIL), process writing and product writing enables journalism students to improve their professional competencies along with the development of their English proficiency.

PBL is based on learning by engaging in real-world projects and tasks [Boss:2007:10]. In CLIL, a non-language subject-matter is acquired in a foreign language. The approach is built around the 4C's: Content, Communication, Cognition, and Culture [Doyle: 2010].

### **Methodology**

BJW is a two-year course aimed at first- and second-year Bachelor journalism students with B2-C1 CEFR level of proficiency in English. The course is run for four semesters and includes 340 in-class academic hours and 380 academic hours of individual unsupervised work.

### ***The Principles of CLIL***

**Content:** All the theoretical content is presented and studied in English. Students learn the basic news values, principles of data collection and verification, interviewing techniques, and writing strategies. While studying the course material, students communicate and discuss it in English. Students study and analyze materials from a variety of English language media, e.g. The New York Times, The Washington Post, The Guardian, The Times, etc., thus focusing on socio-cultural aspects of different countries and their representation in the media.

### ***The Principles of Product and Process Writing***

Students learn to write texts in various journalistic genres: breaking news, features, columns, opinion articles, travel articles, food, exhibition, and film reviews.

**Product writing.** Each unit focuses on studying target genre model texts and analyzing their specific characteristics. By means of illustration, when studying breaking news, students become familiar with the inverted pyramid structure of news reporting, focus on breaking news paragraph and sentence structure and study breaking news lexis. They first deconstruct and then reconstruct model texts.

**Process writing.** After studying specific genre characteristics, students start working on their own texts. They brainstorm story ideas, collect necessary data, plan and write first and second drafts of their articles. This stage involves the development of key journalistic competencies of identifying topical story ideas, collecting and analyzing data, drafting, redrafting and editing texts.

### ***The Principle of PBL***

Throughout the course, students are engaged in the production of the media project MessAge. It is an English-language student-led medium created as part of the BJW programme. It consists of a paper-based magazine published each semester and four online digital supplements focusing on the topics of lifestyle, art, travelling and cinematography, which are regularly updated. Both paper-based and digital editions are run and designed by the students, which lets them master the professional competence of developing creative media concepts.

After writing the final drafts of their articles, students have to pitch them to a paper-based magazine MessAge or to one of its digital supplements. Students are not limited in the number of materials they can pitch per semester, which allows those interested in a particular topic write a number of articles and have them published.

### **Results**

During the period from 2018 to 2020, 50 students have successfully completed the course and 90 first- and second-year students are currently taking it. The analysis of course feedback questionnaire has demonstrated that students enjoy the project-based angle of the course and are more motivated to write since they write not for the teacher but for real student audience. They have also stated that knowing that they are writing for a real edition makes them more responsible for the quality of their material. Over the aforementioned period, the students have written and published more than 200 texts.

The main challenge for the teachers of BJW is the amount of writing they have to check, assess and give feedback on. This challenge has been partially solved by introducing the first-draft peer-check and correction stage and designing a style-guide and a grammar reference guide that students can refer to when writing and proofreading their texts.

### **Conclusion**

The BJW course has demonstrated that the combination of PBL, CLIL and product and process writing can be an effective strategy to develop professional journalistic competencies along with the overall improvement of the English language proficiency.

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## **ПУТИ ПОВЫШЕНИЯ МОТИВАЦИИ СТУДЕНТОВ УНИВЕРСИТЕТА К ИНДИВИДУАЛЬНОМУ ЧТЕНИЮ НА АНГЛИЙСКОМ ЯЗЫКЕ**

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**Аннотация.** Представленное исследование направлено на повышение внутренней мотивации студентов университета к чтению художественной литературы на иностранном языке. Участниками специально созданной для этой цели программы «Чтение с увлечением» были студенты первого и второго курсов. Изучалось, как студенто-центрированный подход и активные методы обучения влияют на формирование у студентов позитивного отношения и привычки к систематическому чтению, а также обеспечивают их овладение приемами самостоятельного чтения для удовольствия на иностранном языке. Студенты, участвовавшие в экспериментальной программе, демонстрировали заметное улучшение отношения к чтению художественной литературы как для удовольствия, так и в образовательных целях.

**Ключевые слова:** автономия студента, чтение для удовольствия, базовая образовательная модель «вызов – реализация смысла (осмысление) – рефлексия (размышление)», Программа «Чтение с увлечением» с использованием трехстадийной образовательной модели.

# CHANGING THE WAYS: COMMUNICATION ACTIVITIES FOR PROMOTING READING FOR PLEASURE OF EFL STUDENTS AT UNIVERSITY

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**Abstract.** The study is aimed at the development of love for reading fiction in university students. Freshmen and sophomores participated in a specially designed “Pleasure Reading Program”. We investigated how learning-centered approach and active teaching/learning strategies contribute to the enhancement of positive reading habits and attitudes, motivate and equip students for further reading for pleasure in a foreign language. The experimental students demonstrated evident improvement in their attitude to reading fiction for interest, enjoyment and learning.

**Keywords:** EFL, student autonomy, reading for pleasure, ERR (evocation – realization of meaning – reflection) educational framework, ERR-based Pleasure Reading Program.

## Introduction

Recent research suggests that reading fiction develops theory of mind (ToM) (Kidd, D. C., and Castano, E., 2013) and such valuable professional skills as critical thinking, decision-making, communication skills, empathy, open-mindedness and more (Seifert C., 2020).

Extensive individual reading of fiction has long been a requirement at Russian linguistics Universities. However, despite the availability of the growing amount of research on effective reading promotion teacher-centered methods of instruction still prevailing in Russian universities hardly make individual reading a sustainable reading promotion, cognitive development and professional evolution experience. Traditionally, the assignment with the specified obligatory amount of pages is given at the beginning of the semester and without any monitoring throughout the term is part of a credit test at the end of the semester. Traditional assessment procedure includes presenting an oral summary of the book and a written vocabulary list of unknown vocabulary items.

It results in a student’s formal hectic preparation for the test before the appointed date, and, in worst cases (as was found out in an anonymous survey of graduates), a student may read the book in the native

language and present a summary found on the Internet or even borrow the notes from a senior student.

Another concern in this context is that, as surveys repeatedly show, outside the program many of the students limit themselves to reading on the Internet choosing to read mostly messages on social networking sites, blogs, etc., hopping from one website to another without much concentration or effort, mostly skimming and scanning. We witness a rapidly growing dominance of image. Multi-modal texts that commonly include sound and music, voices, intonation, stance, gesture, and movement, as well as a print and image have become readily available (Cremin, 2007). As a result, modern “multi-modal texts have changed the ways in which young people expect to read, the ways they think and the ways they construct meaning”(Bearne, 2003:98). It is disheartening to find out that there is a growing amount of relatively successful EFL students, that do not engage themselves in reading for pleasure preferring to browse highlighted texts, watch movies and listen to music both in Russian and in English.

To make extensive individual reading of fiction in a foreign language more efficient inside the curriculum and foster the importance of pleasure reading in the lives of young adults currently more educators in Russian linguistics universities give sufficient thought to promoting students’ independent reading. They try to examine the ways of establishing lifetime reading habits of students and explore methods and activities that may help engage students in pleasurable reading across the curriculum as well as support and develop them as lifelong readers.

The article describes the methodology of autonomy-supportive educational practices applicable to designing innovative competence-oriented ERR-based Pleasure Reading Programs (PRP) at university. The review of recent research specifies the domains relevant to the proposed PRP: reading for pleasure vs. extensive reading in educational context, motivation for reading and the motivating role of a teacher.

### **Methodology**

The suggested PRP operationalizes the methodology of ERR (evocation – realization of meaning – reflection) educational framework (Meredith & Steele, 2011) used as an inclusive model and a mechanism for organizing students’ independent and group activities fostering learners’ motivation for reading through engaging them intellectually and emotionally in an interactive process in a reading-friendly environment specially created to encourage enthusiastic readers.

The participants of the program (experimental students) are freshmen and sophomores of the Linguistics University.

The activities involve faculty members, librarians from the English-language library and junior students. The teachers organize individual and group activities including goal-setting, monitoring the participants' pleasure reading during the semester, reader's conferences, book club sessions and reflection practices, final eye-to-eye interviews, anonymous feedback and portfolio reviews. Scaffolding adjusted to the needs of students is provided by teachers, librarians and junior students or peers at group sharing sessions, individually outside classroom hours, in the library, through freshmen and sophomore web-sites that organize students' independent learning. The librarians (independently or in co-operation with the teachers) organize reading-oriented project activities.

### **Results**

To achieve the goal of enhancing student autonomy and step-by-step fostering their developing into self-motivated lifelong readers active and interactive methods, that fit EER framework, were used in system (when methods are chosen in order to reach certain objectives) and in the context of an activity-based instructional theory of practice, that involves the learner in setting goals, active participation in the activity and decision-making. A specially designed PRP structure was developed for creating a reading-friendly environment rich in round-fiction activities.

The Program was launched as a long-term project in its present framework in 2012 and is still an on-going project. It constantly undergoes changes proposed by both facilitators and participants. The changes are connected with incorporating into the program framework new methods, events and activities and revising follow-up procedures.

### **Conclusion**

The experience of using the suggested RPR allows us to conclude that not PRP alone but a well-designed curriculum based on mutual values and promoting students' autonomy is crucial in fostering young adults' motivation for reading. However, many questions require further analysis.

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## КОМПЕТЕНТНОСТНЫЙ ПОДХОД В ОБУЧЕНИИ ИНОСТРАННЫМ ЯЗЫКАМ В ТЕХНИЧЕСКИХ УНИВЕРСИТЕТАХ

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**Аннотация.** В статье рассматривается развитие у студентов различных компетенций (специальных профессиональных, универсальных и коммуникативных), а также методы и технологии, которые применяются на занятиях по английскому языку в технических вузах. Практическое знание иностранного языка в соответствии с федеральными стандартами высшего профессионального образования у будущих специалистов очень важно для профессионального общения в современном обществе. Данная работа рассматривает обучение английскому языку для специальных целей с использованием компетентностного подхода.

Компетентностный подход обусловлен значимостью практического знания иностранного языка в современном мире и определяется как один из основных компетенций профессионального общения в профессиональной сфере. Полученные результаты показали, что применение компетентностного подхода положительно повлияло на развитие способностей студентов в изучении английского языка для специальных целей, и определили эффективные мето-

ды и приемы, которые эмпирически апробированы на занятиях по английскому языку для развития коммуникативной компетенции студентов. В конце обучения коммуникативные навыки студентов усовершенствовались благодаря данному подходу и программе обучения.

**Ключевые слова:** компетентностный подход, специальные профессиональные компетенции, универсальные компетенции, коммуникативная компетенция, высшее профессиональное обучение.

## FOREIGN LANGUAGES TRAINING OF STUDENTS AT TECHNICAL UNIVERSITIES

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**Abstract.** The article deals with the development of different competences (special professional competencies, universal competencies) of future economists and various methods and technologies used in teaching students at the lessons of English at technical universities. The importance of practical knowledge of a foreign language in our modern world is defined as one of the main components of professional communication in the professional field. The findings of the study revealed that active methods in foreign languages teaching helped teachers to develop the given competences.

**Keywords:** competence approach, special professional competencies, universal competencies, special competencies, higher professional training.

### Introduction

The practical implementation of the new competence-based educational paradigm of higher education provides each student to obtain a quality education to meet the challenges of the time.

Modern specialists must have a competent command of a foreign language for the purposes of professional communication due to the expansion of trade and economic relations with foreign countries, a large

number of specialized literature in foreign languages, international exchange of students and specialists, participation in international scientific conferences and projects, further education in foreign universities, work for international companies (auditing, accounting and finance etc.)

The relevance of this problem is evident because of a different system of foreign languages training in technical universities. Consequently, the level of foreign language proficiency of graduates does not meet the modern educational concept requirements, our modern society and the labor market.

### **Methodology**

The study is based on the conceptual ideas of modern language pedagogy and didactics (R. Millrood, R. Oxford etc.); concepts of communicative cognitive and communicative approaches ideas (D. Johnson, & R. Johnson, W. Littlewood, D. Nunan, E.I. Passov, etc.); competence approach (T.F. Gilbert, D. Hofrichter, E.N. Solovova, L. M. Spencer, I.A Zimnaya etc.); foundations of professional foreign language education (N. D. Galskova, N.I. Gez, Y.V. Kloker etc.); didactic aspects of using information educational technologies in teaching foreign languages (E.S. Polat, S. Savignion, S.G. Ter-Minasova etc.) and our practical experience in foreign languages training.

However, little research has been undertaken to study communicative teaching based on competence approach at the lessons of foreign languages at technical universities.

Our experiment was conducted when studying the following subjects: English for special purposes (English language: Terminology in a special field (Economics), English language: Speaking practice in a special field (Economics)). The students of two groups (40 students) were involved in it in 2019. The main target was to develop students' communicative competence, i.e. creative use of means and methods of foreign language communication both in written or oral practice and in receptive or productive forms.

The study was needed to define the most successful methods to develop students' competences when training foreign languages at lessons of English in accordance with the Federal state educational standards of higher education.

### **Results**

Finally, students should be able to process information from different authentic foreign sources, use oral and written communication at a level that ensures their effective professional activity. Communication is con-

sidered to cover all aspects of the educational process (information content, functional, organizational), as a whole one. This means that it is possible to master a foreign language culture because it has three aspects – cognitive, developmental, educational, as communication is the cornerstone of the educational process. Thus, the language is not only the subject and object of study, but also a means of learning, i.e. a tool for obtaining additional professional knowledge.

While conducting our experimental work, the following tasks were solved: 1) determining the initial level of formation of communicative competence of future economists; 2) testing various forms of training in terms of the development of communicative competence components taking into account students' personal potential, self-realization and reflection; 3) empirically testing the possible methods and techniques to develop students communicative competence based on the theoretical analysis.

It should be noted that the positive dynamics of the communicative competence of future economists in the experimental group was higher. For example, the level of students' communicative competence increased approximately by 5% in the control group, and the level of students' communicative competence rose approximately by 9.5% in the experimental group.

This study revealed the effectiveness of the chosen methods for developing communicative competence of students at the lessons of foreign languages. Active methods of training were successfully used at the lessons of English.

The conducted analysis of this problem defined the competence approach as one of the most possible to improve communicative skills successfully in the system of higher professional training.

### **Conclusion**

The paper describes various methods and technologies for developing different competences of future specialists in the process of teaching students at the lessons of English at technical universities.

Special attention is given to foreign language training of students, corresponding to the professional interests, motives and abilities of students, due to a significant potential for solving problems related not only to the development of linguistic knowledge, skills, but also to the expansion of the students' professional knowledge system in their specialty.

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# АКТУАЛЬНЫЕ ПРОБЛЕМЫ ТЕОРИИ И ПРАКТИКИ ПЕРЕВОДА

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## БЕЗЭКВИВАЛЕНТНОСТЬ В ДВУЯЗЫЧНОЙ ПЕРЕВОДНОЙ ЛЕКСИКОГРАФИИ

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**Аннотация.** В данном докладе анализируется специфика проявления феномена безэквивалентности в двуязычной лексикографии и предлагаются способы фиксации безэквивалентных лексических единиц в переводных словарях.

**Ключевые слова:** теории перевода, корпусно-ориентированная двуязычная лексикография, безэквивалентность, безэквивалентные лексические единицы, переводные словари безэквивалентной лексики.

## DIACHRONIC TRANSLATION DICTIONARY AS A WAY OF REGISTERING NON-EQUIVALENT VOCABULARY

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**Abstract.** This paper explores the problem of non-equivalence, the essence of lexical units with no direct equivalents in other languages and introduces a bilingual dictionary of a new type – the diachronic German-Russian dictionary of non-equivalent vocabulary. Such a dictionary is built upon a diachronic corpus of parallel translations with due consideration of the principles of present-day lexicography.

**Keywords:** lexicography, translation problems, non-equivalence, diachronic corpus of parallel translations, diachronic bilingual dictionary.

The problem of non-equivalence is one of the central problems in modern translation theory. It cannot be embraced in its entirety, for non-equivalence is among perennial questions, which preserve their meaning and timeliness at all stages of translation development, and which are constantly redefined as factual material and new knowledge are gained. However, this does not mean that the problem is impossible to solve. Progress in understanding the lack of direct equivalents is becoming visible in terms of strategies: in refocusing on new aspects, presenting new theoretical justifications, searching for possibilities of lexicographic registration of non-equivalent units.

In solving the problem of non-equivalence, of great value can be bilingual diachronic dictionaries, which are based on corpora of translated texts. Recently, the usefulness of parallel texts corpora has been emphasized repeatedly with a view to retrieve information on the lack of direct equivalents for lexical units of the languages being compared not from the dictionary makers' intuition, but from authentic sources in the original language and professional translations of these texts in the target language (Dobrowolsky, 2009: 41). The given paper specifies the need to create translation dictionaries, which allow presenting non-equivalence in synchronic and diachronic aspects, and introduces an original dictionary of a new type – a diachronic translation glossary.

The problem of non-equivalence acquires particular significance in bilingual lexicography, as the translator needs a dictionary, which covers the given layer of vocabulary. Lexicographers point out that non-equivalent lexis is not taken into account in teaching and translation practices (Devkin 2005: 372). It seems useful to make bilingual dictionaries of non-equivalent words, which will allow presenting variants of translating words, having no equivalents, with the help of large corpora of parallel translated texts belonging to different times.

This paper introduces the author's bilingual dictionary of translated non-equivalent words from the works by F.M. Dostoevsky.

The development of a dictionary of a new type has led to the study of the methods and adequacy of translation non-equivalent words from five novels by F.M. Dostoevsky: "The Gambler", "The Idiot", "Demons", "The Brothers Karamazov", "Crime and Punishment" in their 30 parallel translations into German from 1903 to 2003. The study revealed that changes in the translation technique took part each 20 years. We compiled a diachronic corpus of parallel German translations of F.M. Dostoevsky's novels.

The appearance of corpuses of translated texts in linguistic studies brought about a real revolution, as they offered an opportunity to set and solve completely new tasks connected with the analysis of large amounts of texts, and bring to light the dynamics of linguistic changes. They allow examining units of any level in their real use in speech. A new, “corpus” era has begun in the science of translation.

The idea of developing the author’s translation dictionary on a corpus basis was realized through the compilation of three glossaries: a diachronic Russian-German dictionary of realia (Alekseyeva 2007, 2016) and an electronic illustrated diachronic Russian-German glossary of realia (Alekseyeva 2008).

The creation of computer dictionaries belongs to research priorities. The leading lexicographers and translation theorists highlight the necessity to compile Russian-foreign glossaries of an active type, as well as their electronic versions on CDs and interactive handbooks of various types (Tyulenev 2004: 292; Averbukh and Karpova 2009: 119; Alexeyeva, Menshakova and Abasheva 2009: 208; Gorbunov 2009: 211; Weschler and Pitts 2000; De Schryver 2003: 147).

This article presents the mega-, macro- and microstructure of a diachronic translation dictionary. The purpose of the dictionary of a new type consists in providing information about the meaning of the input unit, suggesting variants of translation, compactly and vividly demonstrate the traditions of its translation, and thus help the translator either to make their own decision in a particular context on the basis of the experience accumulated by many generations of translators, or to use one of the correspondences provided in the dictionary.

This dictionary is designed primarily for specialists in the field of the theory, practice, history, and lexicography of translation, as well as for practicing translators, students of higher education institutes, teachers of foreign languages, translation, subjects of comparative character.

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## **О ЛИНГВИСТИЧЕСКОМ ЛАНДШАФТНОМ ИССЛЕДОВАНИИ В ПРОВИНЦИИ ДОФАР**

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**Аннотация.** Цель данной работы состояла в проведении лингвистического ландшафтного исследования в городе Салала, расположенного в провинции Дофар на юге Омана, с позиций перевода. Переводческое содержание городских вывесок было проанализировано с точки зрения принятых стратегий перевода и

точности передачи смысла. Для передачи информационного содержания общественных вывесок используется несколько переводческих стратегий, таких как перенос, транслитерация, дословный перевод, обобщение. Как показало исследование, большинство вывесок двуязычны, что свидетельствует об использовании английского языка в качестве лингва франка для охвата большей части общин экспатриантов, проживающих в данном регионе.

**Ключевые слова:** лингвистическое ландшафтное исследование, переводческие стратегии, точность передачи смысла, многоязычные сообщества.

## REMARKS ON PUBLIC SIGNAGE TRANSLATION

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**Abstract.** The purpose of the research was to study the linguistic landscape of the city of Salalah, a city in the governorate of Dhofar in the south of Oman. The translational content was analyzed in terms of the translation strategies adopted and the accuracy of meaning transfer into the target language. In order to convey accurately the intended informative content of public signs, several translation strategies were used, such as transference, transliteration, word-for-word translation, generalization and omission. The study shows that the majority of public signs are bilingual, marking the use of English as a lingua franca in order to reach larger portions of expatriate communities residing in the region.

**Keywords:** linguistic landscape, translation strategies, the accuracy of meaning transfer, expatriate communities.

### Introduction

The concept of Landscape Linguistics (LL) as a field of study was recently introduced by Landery & Bourhis (1997) who define the linguistic landscape of a territory or urban agglomeration as language texts displayed on public road signs, place names, commercial signs, advertising billboards in addition to public signs on government buildings. Recent studies such as those of Reh (2004), Ben-Rafael et al. (2006), among others, studied linguistic landscape from different perspectives,

paying attention to language use, policy and ideology in the public sphere. This study takes a different track as it studies linguistic landscape from a translation perspective.

### **Objectives**

The current research is an attempt to study the linguistic landscape of the city of Salalah, a city in the governorate of Dhofar in the south of Oman, from a Translation Studies perspective. It is an investigation into the existing translations of static public signs that constitute part of the city's linguistic landscape. The purpose of the study is to identify the strategies adopted in translating non-official public signs and to assess the quality of public signage translations as to whether or not such renderings are accurate, informative and communicative.

### **Methodology**

The data used in this research was collected in June and July of 2020 through fieldwork visits to different parts of the city with the aim of registering and photographing public signage representing translational content, i.e. bilingual signage. The study is, therefore, based on the analysis of bilingual/translated public signs on shops, restaurants, and other commercial places. The translational content was analyzed in terms of the translation strategies adopted and the accuracy of meaning transfer into the target language.

### **Results & Conclusion**

The study shows that the majority of public signs are bilingual, marking the use of English as a lingua franca in order to reach larger portions of expatriate communities residing in the region. The study also concludes that in order to convey accurately the intended informative content of public signs, several translation strategies are used, such as transference, transliteration, word-for-word translation, generalization and omission.

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## **О БУДУЩЕМ ПРОФЕССИИ ПЕРЕВОДЧИКА В АРАБСКИХ СТРАНАХ: “ПРИНЯТИЕ ИЛИ НЕПРИНЯТИЕ ТЕХНОЛОГИЙ ПРИ ПЕРЕВОДЕ”**

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**Аннотация.** Как отмечает автор, многие предрекают исчезновение профессии переводчика в связи с развитием цифровых технологий, и в данной статье пытается привести доказательства в пользу незаменимости человеческого фактора при переводе с арабских языков, что связано с их специфическими особенностями. В приведенном исследовании выделены как плюсы автоматического перевода, так и важность человеческой правки, особенно в отношении арабских языков.

**Ключевые слова:** перевод, исчезновение профессии, арабский язык.

## **REVISITING THE DEATH SCENARIOS OF TRANSLATION PROFESSION IN THE ARAB WORLD. “ACCEPTING OR RESISTING TECHNOLOGY IN TRANSLATION”**

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**Abstract.** Many claim that with the technology advancement, translation profession is to disappear. This paper aims at proving the need of human intervention in spite of technology the Arab world due to some specificities of Arabic language among others. The study is expected to highlight the benefits of technology and software of translation but in the same time and highlighting the significance of the role of the human translator mainly when Arabic language is concerned.

**Keywords:** translation, profession, death, Arabic.

Many claim that technology advancement in translation is a threat to the profession of translation. With the progress witnessed in machine translation, CAT tools, translation software and translation memories especially between European languages lead to thinking of the death of translation profession within few coming years or decades. Recently, machine translation in same family's languages is judged becoming a human-like one, as it managed acknowledging a high accuracy especially in non-literary texts, and this might push the human translator out of scene of their profession leaving place to machine and software. I might subjectively dare to declare: *"luckily, it is not the case of Arabic language yet, regardless of whether the claims regarding European languages are true or false"*. This paper shall come to investigate the scenarios of translation profession disappearance or death in the era of technology.

The paper will first account for the evaluation and testing of a translation quality between French and English, which are relatively close European languages, to find out to what extent a human effort is replaceable by Google translate Reverse and Systran outputs among others. Then at a second stage, Arabic will undergo the same test to see again if human translator is replaceable or not, mainly that translation memories "TM" lately managed to improve the quality of works automatically made by machines and software. It is intended to confirm or likely decline the claims of translation profession is on the way to death by means of technological miracles accepted favorably by a certain community and fiercely resisted by others, believing that it is harshly putting them (to translators) to death by replacing them and putting them out the market needs.

The paper shall be annexed with tentative statistics, and a short questionnaire, addressed to some translators around some Arab countries, to show their position or attitude towards the technology advancement in translation and the claimed translation profession is in way death status. In these recent years, many believe that translator profession is menaced with the death and disappearance because of the technology advancement acknowledged in this regard and the decreasing workloads notably during Corona virus outbreak. Translation between European languages chiefly has known a remarkable enhancement in terms of quality when made by Software, especially those software packages equipped with having translation memory option like the very famous software pack-

age SDL Trados and Memo Q and others. This fact is, to a certain extent, threatening seriously, theoretically at least, translators of joblessness and accordingly translation programs at universities of closure or in best cases limitation of number with many closures turning the major into unworthy of study and specialization.

Translating into Arabic, or From Arabic, via those defined technologies, on the other hand, is still not that good in terms of quality, compared to other languages such as translating between English and French or Italian and French, nevertheless years to come might make the situation harder for the translation profession even in the Arab World. It is as well believed that in the near future, a noticeably less number of translators would be needed compared to years ago everywhere in the world, and the outlet would likely be interpretation in spite of the globalization that is turning the world not only to a small village but to one room.

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### **СПОСОБЫ ПЕРЕДАЧИ СТИЛИСТИЧЕСКИХ ТРАНС- ФОРМАЦИЙ С ЯЗЫКА ОРИГИНАЛА (ФРАНЦУЗСКОГО) НА АНГЛИЙСКИЙ И РУССКИЙ ЯЗЫКИ (НА ПРИМЕРЕ ХУДОЖЕСТВЕННЫХ ПЕРЕВОДОВ)**

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**Аннотация.** Статья посвящена рассмотрению способов передачи стилистических особенностей и выразительных средств типологически различных языков, которые ярко проявляются в переводах литературных произведений французской писательницы Ф. Саган

на русский и английский языки. Также определяются лексические и стилистические особенности сопоставляемых систем.

**Ключевые слова:** стилистика 1, выразительные средства 2, стилистические приёмы 3, художественный текст 4, сопоставительный анализ 5.

## **WAYS OF TRANSFERRING STYLISTIC TRANSFORMATIONS FROM THE ORIGINAL (FRENCH) LANGUAGE INTO ENGLISH AND RUSSIAN (USING THE EXAMPLES OF LITERARY TRANSLATIONS)**

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**Abstract.** The article is devoted to the study of the problems of stylistic features and expressive means of typologically different languages, which are clearly manifested in the translations of the literary works of the French writer F. Sagan into Russian and English. It also determines the lexical and stylistic peculiarities of the systems being compared.

**Keywords:** stylistics 1, expressive means 2, stylistic devices 3, literary text 4, comparative analysis 5.

### **Introduction**

Modern comparative research is increasingly using translations as an independent source of study. This is due to two reasons: on the one hand, they are associated with a foreign language source (language and culture) and are conditioned by it, on the other hand, they are a product of the reception of the Russian language system and bear its imprint. That is why original source-translation research on the material of heterogeneous and genetically related languages is very relevant today. Many Russian and foreign scientists wrote about the importance of studying this particular type of monuments and the advantages that it offers to the researcher (E.E. Birzhakova, L.A. Voinova, V.S. Vinogradov, E.A. Vasilevskaya, N.K. Garbovsky, N.V. Gabdreeva, V.M. Zhivov, L.L. Kutina, N.B. Mechkovskaya, Ya.I. Retsker, Yu.S. Sorokin, B.A. Uspensky, G. Hüttl-Wort, etc.).

An important section of comparative linguistics is comparative stylistics, which studies the choices and preferences that a bilingual translator must make when translating from one language into another one.

Problems that have been actively developing in recent decades, related to the identification of general and particular features of languages of different structures, have posed a set of questions for researchers that are reflected in the study of stylistic (expressive) features in translations, in particular, from French into English and Russian.

The writer receives a variety of information from the surrounding reality. He processes this information and recreates reality in expressive means, organizing their structure in such a way that they gain the ability to influence the consciousness, feelings, will of the reader [I.R. Galperin, Yu.M. Skrebnev, A.P. Skovorodnikov, I.V. Arnold, T.A. Znamenskaya, etc.].

The combination of the source properties reflected in the period under consideration forms a message.

For stylistics, the message is the text of the literary work in question or a fragment of it. Events, characters, ideas, emotions, the author's attitude to the depicted phenomenon are "encoded" in literature by means of language – stylistic devices, figures of speech and expressive means.

The style of the reader, that is, the style of decoding. In other words, with the help of expressive means and figures of speech, we can understand thoughts and emotions "encoded" in a sentence [Khudonogova 1999: 42].

The relevance of this work is primarily due to the need to develop rational translation strategies that could be used when translating texts of works of art and reflecting the divergent-convergent features of the compared language systems, as well as the study of the translation language as an independent source offering linguistic information that can be obtained exclusively on this material.

Comparative analysis of literary translations into Russian and English allows us to identify expressive means and stylistic features, consider ways of their implementation in translation and develop basic directive recommendations for their use in languages with different structures.

The object of the research is the stylistic features and expressive means of a literary text that carry an important emotional and symbolic load and options for their translation into Russian and English.

The subject of the undertaken research is the ways of implementing stylistic features in translations into typologically different languages through their comparative analysis.

The aim of this work is to study the specific stylistic features in the system of different-structured languages, to identify their similarities and differences based on the material of translations.

To achieve this goal, a number of tasks should be taken:

- consider the problem of stylistic features in the translation of typologically different languages (French, Russian and English) and determine the main expressive means that provide texts with a special character, recreating the atmosphere through the language and style of speech of the characters;

- determine the lexical and stylistic allomorphy of the systems being compared.

The material for this work was the novels by F. Sagan and their translations into Russian and English. F. Sagan's language is closest to the spoken language, but at the same time it is considered highly artistic, exemplary for its time. Thus, a comparison of the original and different author's translations at different times will make it possible, through the prism of different cultural texts, to trace the distinctive expressive features of the compared languages, which are French, Russian and English.

The novelty of this work lies in the consideration of literary works and their translations into Russian and English, and on this material, the identification of stylistic (in particular, figurative and expressive means) similarities and differences in the system of languages with different structure.

In the course of the work, the comparative method and the quantitative-statistical method were used.

### **Methodology**

The theoretical and methodological basis of the research was the works on translation and comparative stylistics of A.Ya. Alekseev, I.S. Alekseeva, N. D. Arutyunova, N.V. Gabdreeva, V.G. Gak, I.R. Galperin, N.K. Garbovsky, V.N. Komissarov, O. I. Kostikov, V.P. Moskvina, A. I. Smirnitsky, V. N. Telia, A.V. Fedorov, D. N. Shmelev, A. Malban, J.-P. Vine, J. Darbelne and others.

## **Results**

We have studied the problem of stylization and identified techniques that give the text a special character.

The main types of stylistic and expressive linguistic means that were presented in all three languages are highlighted the following: metaphor, allusion, paraphrase, synecdoche, simile, epithet, exaggeration, metonymy, zeugma and colloquial lexicon.

In the course of stylistic analysis, it was revealed that the translators took into account not only stylistic devices in themselves, but the national aspect of the language into which they translated the original text.

The analysis also showed that the Russian language turned out to be much more expressive than the original language - French, or another translated language - English, since in the Russian language there were more expressive means and stylistic devices.

## **Conclusion**

The theoretical significance of the work lies in the scientific substantiation of the ways of transferring stylistic features in translations, analysis of the cultural originality of the French, Russian and English languages.

The practical value of the work lies in the fact that the systematized material, the main provisions and the results of the research can be used in the preparation for diploma works, master's and candidate's theses.

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## **МЕДИА-КОНТЕНТ В РАЗВИТИИ МЕЖКУЛЬТУРНОЙ КОМПЕТЕНЦИИ ПРИ ОБУЧЕНИИ ПЕРЕВОДУ**

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**Аннотация.** В исследовании рассматривается, как различный медиа-контент, как созданный пользователями в социальных сетях, так и заимствованный из традиционных средств массовой информации, может быть использован для развития межкультурной компетенции среди студентов переводческого факультета. В исследовании использовались квазиэкспериментальный и рефлексивный подходы. Обсуждаются преимущества и недостатки внедрения медиа-контента в обучение. Полученные данные свидетельствуют о том, что медиаконтент, применяемый в обучении переводу, повышает вовлеченность и академическую успеваемость учащихся.

**Ключевые слова:** перевод, межкультурная компетенция, СМИ, социальные сети, преподавание английского языка.

# **MEDIA CONTENT IN DEVELOPING INTERCULTURAL COMPETENCE WHEN TEACHING TRANSLATION**

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**Abstract.** The study looks at how different media content both user-generated shared on social media and borrowed from traditional media can be used to develop intercultural competence among students of the translation department. The quasi-experimental and reflective approaches were taken in the research. The advantages and disadvantages of the media content-based activities are discussed. The findings suggest that media content when applied to teaching translation enhance the students' involvement and performance.

**Keywords:** translation, intercultural competence, media, social media, English teaching.

## **Introduction**

There is no doubt translators and interpreters are supposed to master the excellent skills of intercultural competence. A lot of research looks at in-class activities aimed at acquiring these skills. However, the emergence of social media and digital content borrowed from traditional media on various topics allow English teachers to create attractive and user-friendly activities which make the acquisition of skills even more effective, efficient and entertaining.

The novelty and relevance of the study are determined by the current trend of consuming a larger amount of media content due to its availability and accessibility, as well as its user-friendly and entertaining nature.

The main challenge for teachers is to turn this trend into an opportunity to raise awareness about the cultural realia students are exposed to when consuming media content. Young people are more willing to study if studies come down to browsing through newspaper and magazine websites, watching videos or producing posts and comments in social media. Under the current circumstances of situation of an epidemic lockdown when people are confined to their rooms encourage them to resort to media for entertainment more often than before.

The subject of the research is the media content both user-generated shared on social media and borrowed from traditional media and activities that can be applied in order to develop intercultural competence in a more entertaining and a more efficient way. Two groups of students took part in the research.

Apart from regular translation materials, the target group was exposed to media content-based materials aimed at developing intercultural competence. The other group translated the articles borrowed from quality newspapers and political journals such as “The Economist”, The New Yorker” and “The Wall Street Journal” solely. The translation materials for the second group were not enhanced by intercultural competence media-based content.

The aim of the research is to evaluate the sources and activities worked out from media-derived content that can be used to develop intercultural competence in teaching translation to undergraduate students of the translation department.

### **Methodology**

To achieve the objective set quasi-experimental and reflective approaches were taken in the research. These approaches allowed to work out and implement activities intended for developing intercultural competence in a course of translation to students of the translation department and evaluate their effect. To receive the feedback a questionnaire was filled in by the students who participated in the research. The questionnaire envisaged a comparison of the media content materials used in the course with regular activities traditionally used to develop the skills of intercultural competence.

### **Results**

The results based on continuous assessment of both the groups are provided and compared. The findings suggest that students of the target group demonstrated a significantly deeper understanding of the context, as a result their translation skills were assessed more highly. Students demonstrated a greater involvement and interest in the course due to its entertaining and interactive nature. Students admitted being more aware of the cultural realia they come across when not studying. They showed a deeper understanding of cultural phenomena than the other group. The questionnaire demonstrated that students evaluated highly the media content in studying intercultural context as more entertaining and efficient than regular activities.

## Conclusion

It can be concluded that students in a translation course enhanced with intercultural competence materials significantly improved their translation skills as their understanding of the context and vocabulary increased. As a result of a more profound understanding of the realia students could interpret the context in a more accurate way. And the translation of the target group proved to be better quality. Media content-based materials designed for developing intercultural competence can be recommended in a translation course.

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## ОСОБЕННОСТИ ПЕРЕВОДА ФРАЗЕОЛОГИЧЕСКИХ ЕДИНИЦ С КОМПОНЕНТОМ «ЗООНИМ»

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**Аннотация.** Целью этой статьи является сравнение фразеологических единиц с компонентом «зооним» в плане их переводческой эквивалентности в английском и русском языках. Фразеологические единицы, использовавшиеся в качестве примеров, были отобраны из произведений американских и британских авторов. Были проанализированы различные методы перевода для адекватной передачи значений фразеологических единиц и выяснено, что не всегда возможно сохранение «образа», лежащего в основе фразеологической единицы в переводе.

**Ключевые слова:** фразеологические единицы, переводческая эквивалентность.

## **TRANSLATION PECULARITIES OF PHRASEOLOGICAL UNITS WITH “ANIMAL” COMPONENT**

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**Abstract.** This paper aims to compare phraseological units with an ‘animal’ component in the Russian and English languages in terms of their translational equivalence. To convey the meanings of these phraseological units, different translation methods were analyzed. All examples of phraseological units in this paper are from books written by American and British writers. We found out that the underlying “image” of a phraseological unit in translation is not always possible to preserve.

**Keywords:** phraseological units, translation equivalence.

### **Introduction**

In our study we looked at phraseological units with an “animal” component in the Russian and English languages in terms of their translational equivalence and analyzed translation transformations. We consider all phraseological units with any attribute related to animal world, not only names of birds and animals, but the parts of their bodies as well. Phraseological units in one language do not always have equivalent correspondences, analogue or close approximations. Most phraseological units in this group do not have any correlations in a target language. Some phraseological units in the target language lose the inner form, the image underlying the original phraseological unit. Therefore, to render their meanings properly one should be aware of culture-specific connotations.

Different methods of translating phraseological units are described in works on the theory and practice of translation of such scientists as L.S. Barkhudarov, V.S. Vinogradov, V.N. Komissarov, A.V. Kunin, I.I. Retsker, A.D. Schweizer, A.V. Fedorov and many others. Phraseological units of different languages are studied (N.D. Pimenova, D.N.

Davletbaeva, D.M. Mardanova). Our research is based on the ideas of a Russian linguist A.V. Kunin (Kunin, 2005).

### **Methodology**

The method of phraseological analysis (A.V. Kunin) was used to define essential features of plane of content and a plane of expression of these units. To investigate the senses of phraseological units with an “animal” component the method of dictionary definitions was employed. The method of component analysis was applied to evaluate the role of phraseological unit components in evolving the meaning of these units. Application method allowed us to contrast and compare phraseological units with free word-collocations of the same composition in order to estimate the degree of figurative reinterpretation of meanings of these units.

### **Results**

The images in English and Russian languages are often different but the situation they describe is similar. Phraseological units that share one origin (e.g. the Bible) do not cause any difficulties in translation. Translation of such phraseological units merely requires general knowledge of historical background.

If there is no equivalent phraseological unit, in order to achieve the maximum possible adequacy of the translation of non-equivalent phraseological units, it is necessary to use the following translation methods: 1) loan translation; 2) descriptive translation; 3) the lexical method of translation; 4) combined method of translation.

Loan translation can be used when translating proverbs when there is no corresponding equivalent or analogue. In a descriptive translation, the semantics of the phraseological units of the source language are conveyed using an extended combination of words or sentence. This method of translating non-equivalent phraseological units is to disclose the meaning of the phraseological unit of a foreign language using detailed phrases that reveal the essential features of the phenomenon indicated by the phraseological unit by using its definition in a translated language.

The lexical translation uses a separate lexeme or set of lexemes in the target language representing the semantic correspondence of the source language phraseological units. In combined translation, loan translation, lexical and descriptive methods of translation are used together.

## Conclusion

As our research shows lexical and descriptive methods are used more often when translating phraseological units with an “animal” component. It can be explained by differences in content levels and connotations of animal images in English and Russian. The research findings can be used at universities for training purposes and further investigations in the fields of science related to this subject.

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# ТЕХНИЧЕСКИЕ АСПЕКТЫ МЕЖКУЛЬТУРНОЙ КОММУНИКАЦИИ

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## ИССЛЕДОВАНИЕ КАЧЕСТВА РАЗМЕТКИ В НАБОРЕ ДАННЫХ MS COCO ДЛЯ ОБНАРУЖЕНИЯ ПРЕПЯТСТВИЙ

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**Аннотация.** На сегодняшний день актуальной задачей в области искусственного интеллекта по цифровой обработке изображений является детектирование объектов с использованием сверточной нейронной сети. Распознавание объектов является одной из наиболее важных проблем в разработке современных мобильных систем навигации. Целью данной работы является проведение экспериментальных исследований с целью выявления сильных и слабых сторон современной разметки набора данных для ускорения обучения нейронных сетей по детектированию объектов. Была проанализирована структура набора данных и обнаружена прямая зависимость между точностью обнаружения и величиной поверхности распознанного объекта.

**Ключевые слова:** искусственный интеллект, анализ набора данных, нейронные сети, детектирование объектов.

## STUDY THE QUALITY OF MARKUP IN THE MS COCO DATASET FOR DETECTING OBSTACLES

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**Abstract.** Presently, convolutional neural networks grow rapidly in the field of objects recognition and obstacle detection in the image.

Recognition is one of the most important problems for development of modern mobile navigation systems. The purpose of this work is to conduct experimental studies in order to identify the strengths and weaknesses of modern dataset markup to speedup training of object detection neural networks. The dataset structure has been analyzed and the direct relationship between the accuracy of detection and the surface value of the recognized object was found.

**Keywords:** artificial intelligence, dataset analysis, neural network, object detection.

## **Introduction**

The modern scientific community has chosen its own path in the study of convolutional neural networks (CNN), aimed at improving the quality of object detection (Zou, 2019) and recognition (classification) (Rawat, 2017), through modifications and the development of new architectures, such as, Faster R-CNN (Ren, 2015), SSD (Liu, 2016, October), YOLO (Redmon, 2017) and their modifications. Object recognition by the convolutional network is performed on a test dataset. The obtained numerical metrics, for example, the metric for evaluating the performance of the CNN detector, is carried out in the form of an average over all classes of detection accuracy - mAP (mean Average Precision). Based on the results of reviews of the development of convolutional networks for classification and detection, we can observe a rapid growth of new methods, for example, (He, 2015) and (Ioffe6 2015) and optimizations of neural network architectures and an almost complete lack of research on evaluating the quality of data set markup.

This is not enough for practical use of the CNN for object recognition and detection. We need a methodology for research and filling in the dataset itself for specific applications in various fields of human activity. For example, as shown in (Oksuz, 2020) it is required to follow the criteria for quality sampling, i.e. maintain a balance of the number of objects in each class and maintain sufficient classification, so that objects do not need to be divided into different classes, or create a predictive model. In the article (Oksuz, 2020), the authors classify and consider the problems of imbalance in data sets and methods used to improve the quality of neural networks, which may indicate that this direction is becoming relevant for future research.

Novelty of research methods based on the analysis of the dataset in terms of quality of detection and recognition of objects for each class in

the image separately, with indication of additional metrics, such as received against the size of the area of the object to the entire area image, and other. In previous research (Verbitsky, 2018), it was shown that the dependence of detection accuracy on the size of the area of the recognized object was considered only in the framework of three conditional groups of objects: “large”, “medium” and “small”. The purpose of our study was to conduct a more detailed analysis of this dependence on the MS COCO test data set, with the only difference that we increased the number of groups by dimension to 10, with a range of areas equal to 10% for each group. Also, using the created database with additional metric parameters for each class of object in the image, specifying the file name, the analysis of the data set in different sections was simplified. With the help of database systems and SQL queries, we were able to perform various analytical calculations for processing this data set. For example, analysis of the image obtained during recognition with marked-up using developed software. Due to the fact that it is planned to use the CNN as a system for preventing collisions of mobile robots with obstacles on public roads, several classes were selected from the classifier of objects in the MS COCO dataset for analysis: bus, car, bicycle, truck, stop sign, motorcycle, person, train, traffic light.

### **Methodology**

The experiment is based on the convolutional neural network Single-shot multibox detector (Liu, 2016, October) studies, where convolutional neural network Inception v2 (Szegedy, 2016) with an input layer size of 300x300 pixels implemented on the Tensorflow framework (Abadi, 2016), version 1.4 was used as a basic architecture of the classifier. The convolutional neural network hyperparameters for training and identification of the average precision of detection were established in accordance with the article (Huang, 2015).

MS COCO 2017 (Lin, 2014, September) that has 80 classes for more than 1 million objects marked in 123287 images we used as a dataset. The MS COCO dataset is divided into two subsets: one is for training with 118287 images and the second is for testing with 5000 images.

Studies on object recognition and detection to evaluate test dataset markup were conducted on a PC with Intel Core i7-4820K 3.7 GHz, RAM 32 GB 2133 MHz, SSD 256 GB and HDD 4TB, NVIDIA TITAN Xp, running OS Ubuntu 16.04 LTS.

According to the (Huang, 2017), the pretrained weights file `ssd_inception_v2_coco` was created with the use of the accelerated

ANN training method of the pretrained weights file inception\_v2\_2016\_08\_28 on the base of ILSVRC 2012 CLS image classification dataset. In this case, the average precision of the class (AP), described by the formula in the article (Everingham, 2010), characterizes the accuracy of the object localization in the image that belongs to the desired class.

The study of the dataset was carried out using examples of 9 classes from the MS COCO 2017 dataset. The selected classes are required for accuracy analysis the accuracy of the convolutional neural network in obstacle detection systems which are used in self-driving cars with autopilot. Before conducting the study of the dataset, for each selected class, the marked objects were divided into 10 groups according to the ratio of the object size to the image size. An analysis of the accuracy of recognition and detection of convolutional neural network objects on objects of various sizes was performed. The average values of detection and recognition accuracy were obtained on a test sample using the TensorFlow framework installed on a PC. The probability of a recognized class for each object in the image is calculated inside the SSD ins layers using the softmax function (Goodfellow, 2016).

Based on the data obtained on the number of marked, recognized and unrecognized objects, the average recognition accuracy, the average detection accuracy, and the average area of objects recognized by the convolutional neural network, you can judge the quality of the dataset markup for each of the 10 groups from small to large objects in the dataset. The results of the analysis of the obtained data, tabulated for each of the 9 classes, allow us to confirm the hypothesis that it is necessary to create a balanced test dataset with image examples of different scales for a comprehensive assessment to the accuracy. Also, the results obtained, presented in tables for each class, provide additional information about the reasons that affect the accuracy of convolutional neural network object detection for each class, depending on the size of the object in the image.

## **Results**

In the intermediate table, the values of the average detection accuracy of the convolutional neural network obtained using the pre-trained `ssd_inception_v2_coco` weight file (Carney, 1998) were collected for all analyzed classes in dataset and sorted from the highest to the lowest value. Next, 9 classes were selected for the car navigation system, considered in decreasing order of their average detection accuracy. Three

intermediate tables were created to fill final tables for each class. In other intermediate tables, lists of all images that are present in the test dataset were obtained, indicating for each image: the file name, class, area of the selected object, and the area of the entire recognized image. At the same time, recognized and detected objects are reflected in the lists, considering the 50% threshold value for recognition accuracy, which cuts off false positives.

The following is a brief description of the markup analysis results for the person class.

According to the results of the table for the “person” class most of the markup takes up from 0 to 20% of the image size in the MS COCO test dataset. As for group 1, where the markup occupies from 0 to 10% of the ratio of the markup area to the image area, 8556 out of 11004 objects are marked, and for the group 2 - 1003. The total number of marked objects in the first two groups corresponds to ~87%. In group 1, the smallest number of marked objects was recognized – only 2020 out of 8556 objects in the group. The average recognition accuracy of objects found by the convolutional neural network for group 1 is 71.1%, the average detection accuracy is 32.2%, and the average object area is 4723 pixels (a square with a side of 69 pixels). Based on the average detection accuracy for group 1, it can be concluded that the convolutional neural network object detector performs the largest number of false detections. In the 2nd group, 725 out of 1003 marked objects were recognized. The average recognition accuracy of objects found by the convolutional neural network for group 2 is 77.5%, the average detection accuracy is 42.9%, and the average object area is 17437 pixels (a square with a side of 132 pixels).

From groups 2 up to 10, was found an increase in the number of recognized objects and, on average, both an increase in the percentage of recognition accuracy and an increase in the percentage of detection accuracy. The average area of confidently detected objects is 17437, see group 2 in table 1, which approximately corresponds to a square with a side of 132 pixels.

Conclusions on tables for each of 10 with 10 groups by the ratio of the object sizes in the test dataset:

- 1) the MS COCO 2017 test dataset is characterized by a large number of small objects that belong to group 1 in the ratio of the markup area to the image area;

2) by the number of marked objects in decreasing order, the analyzed classes are arranged in the following order: person (11004), car (190), traffic light (637), truck (415), motorcycle (371), bicycle (316), bus (285), train (190), stop sign (75);

3) the experiment showed that in the dataset for the considered classes, there is a gradual decrease in the number of marked objects from small to large. In this case, the largest number of objects are in the group of small objects in the first group by the ratio of the markup area to the image area.

### **Conclusion**

The experimental a quality assessment of markup in test dataset MS COCO 2017 by 10 groups from small to large objects using convolutional neural network SSD confirmed the hypothesis that for a comprehensive assessment of the accuracy of the convolutional neural network must create a balanced test dataset, which contains markup of different scales. It follows from the hypothesis that in the test dataset MS COCO 2017 there is a markup misalignment in the direction of smaller objects, which does not allow for a full assessment. Thus, it was proved necessary to extend the test dataset for more accurate assessment of the convolutional neural network performance.

As a result of the conducted research, it was revealed:

- the predominance of small objects in MS COCO dataset markup;
- no marking of large objects for the traffic light class;
- lack of large objects markup for the traffic light class, which reduces the evaluation accuracy of the convolutional neural network SSD for this class;
- the presence of a large number of small objects in the markup indicates the possibility of significantly reducing the training time of the neural network.

For complex dataset analysis, it is necessary to develop a system to add auxiliary information for overlapping analysis of objects and visual control and to compare the results of convolutional neural network object detection with markup of objects in the dataset. This will make it possible to identify complex cases in which the convolutional neural network makes localization errors. And based on additional information about overlapping objects will be possible to find out the reasons why the convolutional neural network makes mistakes in the classification and / or localization of objects in the images.

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**РЕШЕНИЯ РОССИЙСКОГО РЫНКА PRIVATE  
BANKING ПО ОПТИМИЗАЦИИ МЕЖКУЛЬТУРНЫХ  
КОММУНИКАЦИЙ В РАМКАХ ТЕКУЩЕГО УРОВНЯ  
РАЗВИТИЯ КОРПОРАТИВНЫХ ОТНОШЕНИЙ В БИЗНЕСЕ  
МОГУТ ОКАЗАТЬСЯ ВЕСЬМА УСПЕШНЫМИ ДЛЯ  
ОРГАНИЗАЦИИ ЭФФЕКТИВНОЙ ЗАЩИТЫ ОТ  
КИБЕРУГРОЗ ПРОМЫШЛЕННЫХ ПРЕДПРИЯТИЙ**

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**Аннотация.** Внедрение наиболее продвинутых методов защиты от кибератак в российской промышленности должно осуществляться с учетом существующего дисбаланса в развитии корпоративных отношений и эволюции соответствующих корпоративных стратегий. Именно здесь отдельные решения российского рынка private banking по оптимизации межкультурных коммуникаций в рамках текущего уровня развития корпоративных отношений в бизнесе при защите от фишинга (в особенности вэйлинга по VIP-клиентам) могут оказаться весьма успешными не только для эф-

фективной защиты от киберугроз, но и для повышения конкурентоспособности.

**Ключевые слова:** информационная безопасность, межкультурные коммуникации, private banking, fishing, whaling, VIP-клиенты, корпоративная стратегия.

**DOMESTIC PRIVATE BANKING INTERCULTURAL  
COMMUNICATIONS BALANCE SOLUTIONS WITHIN  
CURRENT LEVEL OF CORPORATE RELATIONS  
DEVELOPMENT CAN BE QUITE SUCCESSFUL FOR  
EFFECTIVE PROTECTION AGAINST INDUSTRIAL  
ENTERPRISES CYBER THREATS**

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**Abstract.** Deployment of the most advanced methods of protection against cyber attacks in the Russian industry should be carried out taking into account the existing imbalance of corporate strategy development. This is where domestic private banking intercultural communication experience in anti-whaling attack protection for VIP clients can be quite successful not only with effective protection against cyber threats, but also to increase competitiveness.

**Keywords:** information security, intercultural communications, private banking, VIP clients, corporate strategy.

New methods of providing protection against cyber threats to Russian industrial enterprises, primarily owners and their families, were the subject of serious discussion at specialized conferences related to the specifics of the development of domestic private banking (especially at the 10th Adam Smith Institute’s “Wealth Management & Private Banking Summit-Russia & CIS” in early December), with the active participation of the author, as not only a participant, but also a moderator of these events.

The case is that it is the owner of medium-sized and large industrial enterprises, with real assets (just the wealthy person with whom it is preferable to establish long-term financial relations) has been a long-standing and successful client of Russian private banking since the early 2000s, and quickly turning from the category of potential VIP clients into the target category of most preferred ones. To effectively attract and serve such an owner, domestic private banking switched to managing not only their personal wealth, but also their business, evolving into a “corporate loyalty program”, thus building its own positioning. The personal wealth and business of the owner are considered here together as the total capital of the VIP client. This immediately provides good opportunities for implementing complex capital servicing projects, especially now, when domestic industrial enterprises that have just adapted to the conditions of anti-sanctions pressure are facing unfavorable forecasts for further development in a post-COVID economy.

It is here, through ensuring the continuity of business processes, that it becomes possible to provide longer-term service, establishing with the client the very long-term financial relationships that domestic private banking strives for in this target category.

Such an owner prefer to make decision of not only strategic, but also operational issues on himself, at best - on a limited circle of people who are not necessarily professionals, but whom he trusts. Usually these are relatives, classmates or old friends, less often - time-tested employees or partners for past business, and, only as a last resort, their own employees, hired employees-professionals. Despite the high internal costs of maintaining intercultural communication such an excessive and suboptimal organizational and management structure in certain cases, it is quite successful in ensuring the stability of the business, especially when trying hostile takeovers (especially by the state and state-owned corporations), as well as in a crisis situation (for example, when the business owner takes a loan not for the entire business, but for part of it, then writes off the loan and also comes with losses, written off for the forcibly bankrupt part of the business structure) (Gusev, 2020: 4).

Not only after the first anti-Russian sanctions were introduced, but since 2009, almost continuous stagnation in the Russian economy has led to a constant decline in business margins and a steady demand for optimizing the costs of maintaining the organizational and management structure. The need to optimize it became obvious, although incomplete: the owners were ready to bear, although reduced, but still quite signifi-

cant, internal costs that still ensure their sustainable development of their own business (Gusev, 2020: 3).

This has been fully manifested in recent years, when owners who started their business at the beginning of the last decade of the last century, reaching the age of 55-60, gradually began to move away from operational management issues, considering the sale of the business or its inheritance as priority tasks. Practice shows that just a proven qualification in the ability to solve similar problems for other categories of VIP clients may not be enough. However, now this can be offset by the example of more visual and simplified test solutions, and from another business area, with only partial access to the consultant's organizational and management structure. And demonstration of trial and test solutions for the organization of an effective integrated cyber defense of the external and internal perimeter for the entire owner's capital turns out to be a very successful way to demonstrate all the possibilities of an effective transition from the development and implementation of ready-made solutions for information security to solutions for optimizing the corporate structure in the tasks of ensuring inheritance rights.

For example, additional protection of the tablet of the owner's ex-wife's sister, who is also still the chief accountant of one of his enterprises in the holding structure, is not just a necessary step in terms of ensuring effective protection of the external perimeter, but also one of the factors that allow for subsequent optimization, up to the liquidation of the enterprise, if you organize optimal protection against cyber threats, so that through this tablet you cannot access information from other enterprises of the holding. In the end, the owner tends to underestimate the level of cyber threats, which opens up good opportunities for appropriate pentesting of the external perimeter of his business, with subsequent rethinking of its components. The goal is obvious – it is necessary to find a partner in the person of the owner who will be interested in leveling the negative effects of such an imbalance in intercultural communication, for example, when directly optimizing the corporate structure to build an effective cybersecurity system.

At the same time, it is necessary to retain general control over the private banking division, which in the most complete form can represent not only the perimeter itself, but also describe the associated risks of penetration, and not limited to only enterprises, but considering the entire organizational and managerial structure of the business as a whole (Gusev, 2020: 1). This is precisely why private banking has the neces-

sary competencies to take into account the associated risks not only for individual businesses of the client, but also for their stakeholders, such as members of the client's family, who are even indirectly related to his business. At the same time, he has proven methods that allow, if necessary, to attract external counterparty companies from the information security sector, which he has repeatedly demonstrated earlier on the example of no less complex and requiring a high degree of trust from the owner of tasks for optimizing taxation within the open architecture of the product range. This allows us to effectively solve not only private, specialized problems in the field of information security (Gusev, 2020: 2), but also effectively complementing and improving their anti-whaling attack techniques. That with more complete access to the organizational and management structure of the VIP client, allows you to build a more complete protection against cyber threats to the entire business, and then, and the entire owner's capital as a whole.

This is a completely acceptable marketing move that allows you to strengthen trust and further offer the owner a solution to more interesting problems for private banking to ensure the same inheritance rights, tax optimization of business and capital, etc. Well, over time, proving that it can effectively replace the owner of his current private banking division, and attract him to subsequent service as a new VIP client.

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**ИСПОЛЬЗОВАНИЕ ИНФОРМАЦИОННО-  
КОММУНИКАЦИОННЫХ ТЕХНОЛОГИЙ ДЛЯ ОБУЧЕНИЯ,  
В ТОМ ЧИСЛЕ ИНОСТРАННЫХ СТУДЕНТОВ,  
НА ПРИМЕРЕ УЧЕБНОЙ ДИСЦИПЛИНЫ  
“ПРОЕКТИРОВАНИЕ ЗАЩИЩЕННЫХ  
ИНФОРМАЦИОННЫХ СИСТЕМ”**

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**Аннотация.** В статье представлены результаты исследования по применению современных информационно-коммуникационных технологий в преподавании дисциплины «Проектирование защищенных информационных систем» для иностранных студентов. Пакет учебных материалов включает интерактивные лекции, лабораторные работы, деловые игры и самостоятельные задания для формирования профессиональных компетенций. Все материалы были созданы с использованием современных технологий, нотаций и инструментов моделирования для использования студентами для освоения дисциплины.

**Ключевые слова:** коммуникационные технологии, информационные технологии, информационная система, программное обеспечение, проектирование системы.

**SOME QUESTIONS OF USING INFORMATION AND  
COMMUNICATION TECHNOLOGIES FOR TEACHING  
FOREIGN AND LOCAL STUDENTS ON THE EXAMPLE  
OF THE ACADEMIC DISCIPLINE “SECURE  
INFORMATION SYSTEMS DESIGN”**

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**Abstract.** The results of the research on the application of modern information and communication technologies in teaching the discipline “Secure Information Systems Design” for foreign students are presented

in the article. The package of educational materials include interactive lectures, laboratory work, business games, and independent tasks for forming professional competencies. All materials were created using modern techniques, notations and modeling tools in suggestion of using by local and foreign students.

**Keywords:** communication technologies, information technologies, information system, software, system design.

## **Introduction**

The digital economy requires the widespread use of digital of information and communication technologies: digital platforms and technologies, on the basis of which competencies are formed for the development of markets and sectors of the economy, a technological digital environment that creates conditions for the effective interaction of market entities and sectors of the economy and covers statutory regulation, information infrastructure, personnel and information safety [1].

A modern technical university need to apply information and communication technologies in the educational process and be able to use these technologies for teaching local students as well as foreign students.

## **Methodology**

For creating of information and communication technologies, we need to choose methods, notations, and tools. Therefore, we need methodology to compare different variants. In the research, gathering information on methods, notations, and tools was carried out using formal document templates [2, 3]. Five individual experts fulfilled the analysis of these documents. The rational choice was based on the analysis of different methods, notations, tools for using them in the creation of information and communication technologies in the discipline “Secure Information Systems Design”.

## **Results**

According to aggregated assessment associated with the choice of methods, notations, tools based on expert opinions for the creation of information and communication technologies, the following methods were selected. Standards - System life cycle processes (ISO/IEC/IEEE 15288:2015 Systems and software engineering - System life cycle processes), Requirements engineering (ISO/IEC/IEEE 29148:2018 Systems

and software engineering - Life cycle processes - Requirements engineering); methods - Rational Unified Process (RUP) of IBM corporation, SCRUM [4]; notations – Unified Modeling Language (UML); tool - Sparx Systems Enterprise Architect [5].

## Conclusion

The theoretical and practical implications of the study deals with analysis of the main problems that arise during the creation of the secure information systems during the life cycle. These problems as well as the ways to solve them are discussed at lectures and during practical works. The package of training materials has been developed in suggestion of using by local and foreign students. All these materials are useful in the educational process for students' competencies in the field of information and communication technologies. The purpose of these materials is related to the use of modern standards and methods for creating and managing secure automated information systems, developing procedures for managing the processes of system life cycle of enterprises. In addition, the graduates will be able to use the package of training materials in their professional activities in the future.

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# МНОГОСТОРОННЕЕ РЕГУЛИРОВАНИЕ ИСКУССТВЕННОГО ИНТЕЛЛЕКТА: ВЫЗОВЫ И ПЕРСПЕКТИВЫ

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**Аннотация.** Распространение искусственного интеллекта (ИИ) в мировой экономике и международном бизнесе становится одним из наиболее очевидных результатов современного технологического развития и цифровизации. Использование технологий ИИ создает очевидные конкурентные преимущества для стран-лидеров в этой области, однако усугубляет проблему технологического отставания и технологической зависимости для стран, которые еще не обеспечили широкое использование возможностей ИИ в своих национальных экономических системах.

Краеугольным камнем искусственного интеллекта является трансграничный поток данных. Поэтому развитие практики одностороннего регулирования ИИ бессмысленно. Улучшение доступа к данным для развития искусственного интеллекта потребует взаимовыгодных регуляторных решений, принятых большинством стран. Именно поэтому концепция многостороннего регулирования ИИ должна в равной степени учитывать как потребности основных сторонников, уже активно использующих ИИ, так и их противников, пытающихся защитить себя от потенциального вреда.

**Ключевые слова:** искусственный интеллект, цифровизация, многосторонняя торговая система, ВТО, ВОИС, многостороннее регулирование.

# MULTILATERAL REGULATION OF ARTIFICIAL INTELLIGENCE: CHALLENGES AND PROSPECTS

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**Abstract.** The proliferation of the artificial intelligence (AI) into world economics and international business becomes one of the most obvious results of the current technological development and digitalization. The use of AI technologies creates obvious competitive advantages for countries leading in this technological field, however it aggravates the problem of technological lag and technological dependence for countries that have not yet provided the extensive use of AI technologies in their national economic systems.

The cornerstone of the artificial intelligence is a cross-border data flow. Therefore, there is no sense for the development of the unilateral regulation of AI. Improving access to data for artificial intelligence development will require mutually beneficial regulatory solutions accepted by the majority of countries. That is why the concept of multilateral AI regulation should equally take into account both the needs of main proponents, already actively using AI, and their main opponents, trying to protect themselves from potential harm.

**Keywords:** artificial intelligence, digitalization, multilateral trading system, WTO, WIPO, multilateral regulation.

## Introduction

The impact of artificial intelligence (AI) on international trade cannot be underestimated. It will affect type and quality of economic growth, the development and management of global value chains and will accelerate the transition towards services economies. Despite the fact that there is no any mention about artificial intelligence in the World Trade Organization (WTO) rules, the regulation of data flows, directly related to AI, is partially governed by them. Drafted before the invention of Internet to regulate software and telecommunications services the existing rules are absolutely implicit and out of date [1].

Currently trade policymakers and negotiators in developed economies are working to link AI to trade with explicit language in bilateral and regional trade agreements. The idea is to yield three outputs: free flow of information across borders, large markets to help train AI systems, and the ability to limit cross-border data flows in order to protect citizens from potential damage [2]. Besides, the finding ways to adopt agreed norms and rules for regulating AI will require taking into account the specifics of business culture and thus the approach in the countries involved in decision-making.

### **Methodology**

The authors use the following research methods:

- Empirical: the analysis of the penetration of AI in the economic environment both on the macro- and micro levels;
- Systemic: the study of AI as an economic and social phenomenon and its role as a challenge for future international cooperation;
- Comparative: study and analysis of the existing multilateral regulations in WIPO and WTO as a ground for the recommendations for Russian legislation;
- Dialectical methods of synthesis, abstraction and concretization.

### **Results**

The multilateral regulation should and could be developed on the base of the certain experience, that exists in WTO and World Intellectual Property Organization (WIPO) as main multilateral bodies in Intellectual property rights (IPR) regulation. However, the competences are to be strictly divided: the WIPO might be responsible for the definition [4], that will make it easier to reach the comprehensive rules of use and exchange. For the WTO rule making the example of few FTAs<sup>1</sup> could serve as a basis for the commonly accepted principles. This has an implication for Russia as the legislation on AI in this country is at the very early stage of development.

### **Conclusion**

The theoretical and practical implications of this study deals with an analysis of a wide range of factors and conditions that will influence the development of an approach to AI regulation at the multilateral level.

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<sup>1</sup> The Comprehensive and Progressive Agreement for Trans-Pacific Partnership (CPTPP), [https://www.international.gc.ca/trade-commerce/trade-agreements-accords-commerciaux/agr-acc/cptpp-ptpgp/chapter\\_summaries-sommaires\\_chapitres.aspx?lang=eng#18](https://www.international.gc.ca/trade-commerce/trade-agreements-accords-commerciaux/agr-acc/cptpp-ptpgp/chapter_summaries-sommaires_chapitres.aspx?lang=eng#18)

These are not only economic and political categories, but also institutional, social and cultural factors. As the impact of AI on everyday life, personalization, convenience and efficiency of business decisions deepens, the demand for privacy protection and the development of a transparent system of AI regulation at the international level will grow.

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## ПРАКТИЧЕСКИЙ ПОДХОД К ОБРАБОТКЕ НЕСТРУКТУРИРОВАННОЙ ИНФОРМАЦИИ В ЭЛЕКТРОННЫХ ПИСЬМАХ

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**Аннотация.** В данной работе представлен ряд проведенных экспериментов по автоматизации извлечения структурированной семантической информации из неструктурированного источника документа используя примеры извлечений. Наш подход основан на методе распознавания именованных сущностей. Результаты данной работы будут использованы нами в дальнейшей разработке интерактивного универсального инструмента для обработки неструктурированной текстовой информации.

**Ключевые слова:** машинное обучение, искусственный интеллект, обработка естественного языка, неструктурированная информация, извлечение информации.

# GENERAL APPROACH TO PROCESSING UNSTRUCTURED INFORMATION IN EMAILS

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**Abstract.** This study aims to report on a series of completed and ongoing experiments that realized automatic retrieval of structured semantic information from a stream of unstructured documents using by examples of the extraction. Our approach based on the Named-entity recognition method. We take our primary findings as part of positions on the design of an interactive unstructured text documents processing tool.

**Keywords:** machine learning, artificial intelligence, natural language processing, unstructured information, information retrieval.

## Introduction

The volume of documents that are processed during the organization's operational processes is growing every year. According to research by Accenture, companies consider that 80% of the data in their business processes is unstructured. In addition, IDC claims that the volume of processed data will increase by 5 times by 2025. As a result, there is an urgent need for automatic processing of such information. Unfortunately, most of these documents are unstructured. Their formats are very variable and differ greatly from document to document. In this case, automation, through the development of rules and data extraction templates, is difficult and inefficient for subsequent support. In practice, such documents are processed manually, but this takes a lot of time and resources.

One of the classic practical examples is processing incoming correspondence in the organization from clients. These emails may contain information about the client and about his needs and other details. As a rule, an employee of an organization manually processes each email, entering the necessary information in their database. Each element of such information is called an entity.

The term “Named Entity” was first used at the Sixth Message Understanding Conference (MUC-6), as the task of identifying names of organizations, people and geographic locations in a text, as well as curren-

cy, time and percentage expressions (Nadeau & Sekine, 2007). Nowadays Named-entity Recognition (NER) is one of the major topics to be investigated. In Machine Learning-based NER system, the purpose of this approach is converting the identification problem into a classification problem and employs a classification statistical model to solve it. In this type of approach, the system looks for patterns and relationships in a text to make a model using statistical models and machine learning algorithms (Mansouri et al., 2008).

As a statistical model for NER, we choose a Conditional Random Fields Model (CRF). CRF is a random field globally conditioned on the observation sequence. We note that CRF-based NER has been widely applied to texts in various domains, including biomedical texts (Gupta et al., 2018), Web-pages (Etzioni et al., 2005) and agricultural text (Ghiasvand & Kate, 2018).

We define the Confidence Level, which regulates the flow of documents for automatic processing or manual validation. This parameter allows us to minimize the number of errors when automatically extracting information by sending those documents to the specialist in which the system cannot be sure that it will correctly extract the necessary information. Another important characteristic of our approach is the set of features, which describes every token in a document and allows classifying these words into entities. Some of these are previous and next token, ending of the token, some boolean values and etc.

## **Methodology**

This paper presents the general architecture of the system for extracting information and processing incoming correspondence, based on modern approaches to Natural Language Processing (NLP) and machine learning. To test this system, we were provided with a dataset of emails in the amount of more than 5900 documents, which contain more than 33,000 records of order details. The course, full description, and results of experiments on this dataset will be presented in this paper. We note that we can't publish to open access this dataset.

## **Results**

The following results are achieved: with Confidence Level at 80% we have 99% of accuracy. Less than 30% of incoming correspondence goes to manual validation. The rest of the correspondence is processed automatically.

## Conclusion

Taking into account the results of the experiments, we can conclude that the described approach is acceptable for solving the problem of extracting information from unstructured documents. In this paper, the system for unstructured information processing based on NER approach and classification is reported. We demonstrate the relation of this problem and our system on the real task of processing incoming correspondence. Confidence Level as the main characteristic for automation level was defined. We are going to continue our research in some ways, for example, selection of new token's features for better identifying entities and automatic detection of optimized Confidence Level for a specified task.

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## СПЕЦИАЛЬНЫЙ СМАРТ-ФИЛЬТР НЕЖЕЛАТЕЛЬНОЙ ЛЕКСИКИ ДЛЯ ЧАТА С ПРЕДСТАВИТЕЛЯМИ РАЗЛИЧНЫХ КУЛЬТУР

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**Аннотация.** Статья описывает концепцию смарт-фильтра бизнес-чата с представителями разных национальностей для фильтрации сообщений пользователей и способы реализации данного фильтра. Информационная система, в состав которой входит чат-фильтр, может быть разработана согласно созданной концепции и структуре. Также в этой статье описываются функциональность разработанного программного обеспечения, на каком типе данных смарт-фильтр может быть обучен и рекомендации по дальнейшей разработке.

**Ключевые слова:** мультикультурное общество, коммуникация, искусственный интеллект, нежелательная лексика, обработка естественного языка.

## SMART WORD FILTER OF INADVISABLE VOCABULARY FOR MULTICULTURAL CHAT COMMUNICATION

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**Abstract.** The work describes the concept of a smart filter for multicultural chat communication for filtering chat participants' messages and methods of its realization. According to our concept and created structure, the information system consisting of the filter can be developed. We describe the functionality of the filter, what type of data can be in the teaching dataset, and provide recommendations for further development.

**Keywords:** multicultural society, communication, artificial intelligence, inadvisable vocabulary, natural language processing, chat, filter.

## **Introduction**

Due to the development of the Internet and social networks, people got the opportunity to communicate promptly and without spending much money. More and more people use chats not only to contact friends and relatives but for business conversations too. But even in virtual space, there can be problems in communication between people of different cultures. As is known, in chats we use more informal language and, as a result, poorly chosen words might badly influence communication between colleagues from different countries. A specific phrase for a person of one nationality can be neutral, but it can be offensive for another nation. The problem can be solved by the presence of a moderator in chat, who monitors if participants do not offend each other. But it is difficult for one person to check messages in the chat, which consists of a big number of members. This work can be automated with techniques of natural language processing (NLP). By providing more natural human-machine interfaces, and more sophisticated access to stored information, language processing has come to play a central role in the multilingual information society (Bird, 2009).

This paper presents the concept of a smart word filter of inadvisable vocabulary and its usage in a multicultural environment. We propose to use this filter to solve the problem of automatic moderation of chat and to make the communication more friendly. We provide recommendations for further development of the filter.

## **Methodology**

For our work, we will use object-oriented programming tools, databases, as well as special tools for creating chatbots, in particular, JustAI libraries for Kotlin for the development and training of chatbots. To start with, we want to create a telegram bot that can be deployed on the server, for example - Heroku. Our bot will have to connect to chats by administrators. The bot filter system will be connected for the time being to a database of unwanted words for certain languages. Later, it will also send requests to the neural network. To process linguistic data we have chosen the programming language Python because it comes with an extensive standard library, including components for numerical processing, which is commonly used by neural networks, and most of the libraries for machine learning are written for Python. For processing a text, it is suggested to use Natural Language Toolkit, which provides basic classes for representing data relevant to NLP (Bird, 2009).

Determining if the word is offensive for some nationality is a classification task. The training of the model is carried out on the vocabulary of inadvisable words for particular nationality and an unsupervised sample of messages from social networks, which were marked as inciting ethnic hatred.

### **Results**

A concept of a smart filter was created. The structure of the information system has been proposed, which consists of a knowledge database, server-side smart filter system, and final telegram chat-bot. Also, we have chosen what dataset will consist of teaching our model to detect an inadvisable vocabulary. In the future, it is planned to optimize created earlier algorithms and to implement additional functions. Also, filter should be available to process several most widely spoken languages. It is recommended to add recognition of inadvisable words with grammatical mistakes and misprints so that the filter will not pass such words. We recommend implementing a translator into this chat. A member of the chat will be able to translate unknown words in messages from other members, it is more convenient than to open a translation app all the time. Additionally, it is desirable to make a user interface of chat, using this filter, accessible and clear for all members.

### **Conclusion**

Artificial intelligence plays an important role in multicultural communication. It can be used not only in translation but also it can make multicultural communication more effective and friendly. The proposed structure of the information system, which contains a smart filter, will promote convenient user interaction. In the future, we plan to develop an initial version of the filter and to run tests in order to check and improve filter functionality.

### **ACKNOWLEDGEMENTS**

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## **ЧАТ-БОТ ДЛЯ ВЗАИМОДЕЙСТВИЯ МЕЖДУ ЛЮДЬМИ И ЦИФРОВЫМИ УСТРОЙСТВАМИ**

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**Аннотация.** В данной работе рассматривается роль интеллектуальных ассистентов и возможность их использования как основы для взаимодействия между людьми и цифровыми устройствами. В практической части работы описан алгоритм, разработанный для разговорного бота, который может вести беседу с людьми и самообучаться в процессе разговора. На основе этого алгоритма был создан Telegram-бот, который может общаться как текстовым, так и голосовым способом.

**Ключевые слова:** мультинациональное общество, общение, искусственный интеллект, обработка естественного языка, интеллектуальный ассистент, голосовой ассистент, Telegram-бот.

## **CONVERSATIONAL BOT AS A BASE FOR MULTICULTURAL COMMUNICATION BETWEEN PEOPLE AND DIGITAL DEVICES**

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**Abstract.** In this study we investigated the role of intelligent assistants and their impact on people’s communication with digital devices and other people. In the practical part of the article, we described the algorithm we developed for a conversational bot that can conduct a con-

versation with people. Based on this algorithm, we built a Telegram bot that can communicate both by text and voice.

**Keywords:** multicultural society, communication, artificial intelligence, natural language processing, intelligent assistant, voice assistant, Telegram bot.

## **Introduction**

One of the modern directions of artificial intelligence development is an intelligent assistant. Application of different voice and text recognition algorithms and generating responses algorithms provides the ability of assistants to maintain a conversation with users. Examples of the most advanced and famous intelligent assistants are Siri, Alice, Google Assistant, Sber Salute and Amazon Alexa.

Application area of personal intelligent assistants is wide, more than that it constantly expands and includes new spheres of our life. Nowadays assistants are integrated into mobile phones and computer applications, ATM machines, cars software, smart house systems and different smart devices. As a rule, they are employed as a digital interlocutor or an interface, which provides interaction between user and device by voice commands. For example, Alice is integrated into Yandex services and can interact with such applications as Yandex maps, weather, taxi, translator and other. Also, this assistant is employed in Yandex smart house system. The other example of a personal intelligent assistant is Siri. It is the default assistant of iOS, thus users can interact with any Apple devices by using Siri. Modern voice assistants (such as Sber Salute and Google Assistant) can make an appointment at a hair salon or with a doctor via voice call.

In this work we decided to create a simple bot that can maintain a small conversation with a person. This is the basic characteristic of any intelligent assistant. Additional functions can be built on top of it. We want to show that it is possible to achieve an acceptable result even without using complex machine learning algorithms that require a lot of computing power to train models.

## **Methodology**

We chose Telegram messenger as the platform for the bot, because it has a very functional and well-documented Bot API. We used Python programming language and SQLite database to develop our bot. The pyTelegramBotAPI library was chosen to work with the Telegram Bot

API. The ffmpeg program is also used for transcoding the audio file, which is necessary for speech recognition.

Note that we did not try to extract the meaning of a message sent by the user, since this complex task is solved using complex machine learning methods. Our goal was to develop a simple, but at the same time effective algorithm. As a result, our algorithm consists of two main parts:

1. Getting a request from a user and training.
2. Search for the response to the user's request in the database generated during the training stages.

In practice, people communicate not only through written text, but also through oral speech. Therefore, the developed bot can recognize and synthesize speech. We used Yandex SpeechKit Cloud technology for this purpose. SpeechKit Cloud is a system that gives developers access to Yandex speech recognition and synthesis technologies.

In both cases (text or voice input), the input to the text processing and response generation algorithm is plain text. The response will also be text, but if the user sends a voice request to the bot, the program will perform speech synthesis via Yandex SpeechKit and send a voice message to the user. The algorithm provides for balancing the frequency of identical responses, which allows to diversify communication with the bot and make it more like normal human speech.

## **Results**

We analyzed existing intelligent assistants and their impact on people's communication with devices and other people. In the practical part we developed the algorithm for the Telegram bot, which is able to maintain a conversation with a person. The developed bot is able to communicate both by text and voice. To do this, we have implemented Yandex SpeechKit technology.

## **Conclusion**

No doubt, intelligent assistants have become a new stage of computer interfaces development. Besides, they play an important role in multicultural society, because assistants can be employed not only as an interface between users and digital devices, but as a mediator between people. We have shown that it is possible to create a bot that can maintain a conversation with a person even without using complex machine learning algorithms and power computing resources.

## ACKNOWLEDGEMENTS

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## ЭКЗИСТЕНЦИАЛЬНЫЕ РИСКИ ИСКУССТВЕННОГО ИНТЕЛЛЕКТА И ПОЛНОТА КОММУНИКАЦИИ

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**Аннотация:** Технологии искусственного интеллекта порождают новые коммуникативные риски. Очевидная стратегия противодействия рискам – формирование грамотной коммуникативной экологии. Таким образом, коммуникацию необходимо исследовать не только с привычных классических, например, intersubjective, оснований, но и в новом технологическом ракурсе. Противопоставление классических и искусственно-интеллектуальных аспектов коммуникации необходимо проводить, сравнивая категориальные модусы идентичности, информации, агентности различных когнитивных систем.

**Ключевые слова:** искусственный интеллект, коммуникация, информация, глубокое обучение.

# EXISTENTIAL RISKS OF ARTIFICIAL INTELLIGENCE IN TERMS OF COMMUNICATIVE PARADIGM

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**Abstract.** Artificial intelligence technologies are creating new communication risks. An obvious strategy for countering risks is the formation of a competent communicative ecology. Thus, communication must be studied not only from the usual classical, for example, intersubjective, grounds, but also from a new technological perspective. The contrast between classical and artificial communications must be carried out by comparing the categorical modes of identity, information, agency of various cognitive systems.

**Keywords:** artificial intelligence, communication, cognition, information, deep learning.

## Introduction

Artificial intelligence technologies generate new existential dangers, the first among which are communication risks (Barrat, 2013). An obvious strategy for countering such risks is the formation of a competent communicative (message-like) and communicational (media-like) ecology. The notion of communication is one of the most comprehensive socio-philosophical concepts. However, it has not only a socio-philosophical, sociological and political science coloring, but also its own philosophical depth. The depth is a consequence of internal and external factors of the activation of communicative practices. External factors are, for example, intersubjectivity and media. Internal factors are, for example, modes of agency, identity, information, subjectivity.

This opposition is complicated by a colossal architectonic shift that affects the very essence of communication in its communicative and communicational order. We are talking about new technologies in which communication is undergoing today not only socio-philosophical changes. The most obvious are ontological and epistemological shifts in the development of new spaces of communication (van Benthem, 2018; Curran, 2012): artificially intelligent environments, augmented and virtual reality, neural networks and big data systems. The external component is largely determined by digital humanities. The deep component is

predetermined by the material and fundamental scientific component of artificial intelligence – NBIC technologies (Roco, 2002).

The interdisciplinary framework of convergent technologies – the nano-bio-info-cognitive techno-scientific paradigm – is in a state of unstable equilibrium, since it relies on processing and data generation technologies, i.e. to new formats of connectivity of communication systems. Since artificial intelligence technologies are based on these NBIC and socio-humanitarian aspects, then the modes of communication should be studied correspondently: for example, in cognitive, informational, socio-humanitarian aspects.

### **Methodology**

Methodologically the study comes down to a comparative analysis of the categories involved in various communication practices: technological and intersubjective, such as, for example, social interactions and neural network models.

### **Results**

The existential risks of artificially intelligence communications are analyzed. The categories constitutive for various cognitive agents (natural and artificial communicants) are presented.

### **Conclusion**

Infogenesis and infotectonics (Leshchev, 2015) of new humanitarian-conceptualized spaces affect the frontier between communicative and communicational. This gap is gradually being filled with artificially intelligence incarnations of “agency” and cognition, such as chatbots, intelligent autopilots and medical robotic agents, distributed decision-making systems, combined with intelligent data analysis in real time. The study of existential risks, and digital humanities in general, are involved in the formation and constitutive comprehension of new environments of ethical and aesthetic experience. This experience is associated with the communicative aspect of such manifestations of new kind of social agency as an electronic personality, cybernetic and hybrid organismic forms, autonomous artificial intelligence computing platforms.

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## СОВМЕСТНОЕ ДИСТАНЦИОННОЕ ПРОГРАММИРОВАНИЕ

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**Аннотация.** Цель работы заключалась в облегчении процесса по созданию комплексных систем тестирования при работе со специалистами из разных стран. Цель была достигнута путем поиска подхода для облегчения совместного дистанционного программирования, в котором участвуют разработчики из разных стран. В результате проделанной работы было обнаружено, что систему Git можно рассматривать как лучший вариант для совместного дистанционного программирования и тестирования кода.

**Ключевые слова:** дистанционное сотрудничество, дистанционная работа, совместное дистанционное программирование, Git, Visual Studio Live Share, международное сотрудничество.

## REMOTE TEAM PROGRAMMING

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**Abstract.** The main aim of this research is to facilitate approaches contributing to the creation of full-scale testing systems while working on a project with specialists from different countries. The goal of the research was achieved by finding an approach to facilitate remote team programming and testing, which involves developers and testers from different countries. As a result of the performed work, Git system is seen as the best approach for remote team development and testing of the code.

**Keywords:** Remote cooperative, remote work, remote team programming, GIT, Visual Studio Live Share, the international cooperation.

## **Introduction**

In today's computerized world programs and applications testing is an integral part in the development of science and technology. This also applies to the development of full-scale simulators of nuclear power plants. Countries are facing serious challenges in the development of reactors and training software for staff. The same issues are highlighted in many studies describing the design of the reactors [1-3], their safety systems [4], as well as security systems [5]. However, little attention has been paid to the full testing of full-scale simulators in the nuclear industry. The need for testing arises in connection with the self-elimination of errors associated with updating test modules [6]. In this regard, there is an urgent need to create a complete testing system for full-scale simulators of nuclear power plants with a VVER nuclear facility [7].

Most of the software, including testing systems, is created in cooperation with specialists from different countries. Therefore, these professionals need to have an instrument to be able to work in different working communities and environments, and for this reason, cross-cultural competence becomes essential. At the same time, creating cross-cultural competence demands specific content in relation to not only linguistic skills, for instance, but also adaptability to changing circumstances and an ability to sense and respond to the newly appearing contexts. In this regard, cross-cultural competence will become an important skill for all science workers, not just those who have to operate in diverse geographical environments [8]. Thus, the main aim of this research is to facilitate approaches contributing to the creation of full-scale testing systems while working on a project with specialists from different countries.

## **Methodology**

The goal was achieved by finding an approach to facilitate remote team programming and testing, which involves developers and testers from different countries. Remote team programming is team programming, in which two or more programmers are in different locations, working via a collaborative real-time editor, shared desktop and i.e. Moreover, specialists might work in a distributed team and need cooperative coding tools to serve their everyday needs. In fact, due to COVID-19 most of specialist can be included in the category of people who are in need of remote team programming.

Turning to the practical and theoretical part of the research, the following approaches were considered in this paper: changing files and / or entire programs, located on the ftp-server, to which several developers and testers have access; Git system which is a distributed version-control system for tracking changes in the source code during software development, as well as GitHub hosting for software development and version control using Git [9]; Visual Studio Live Share software for real-time collaborative development [10,11]. The criteria for comparison of the abovementioned approaches include: A) ease of merging code changes; b) history of changes; c) the speed of making changes; d) the quality of the changes.

## **Results**

As a result of the conducted research, it was found that the version-control system for tracking changes Git is the best approach for remote team development and / or testing of the code.

## **Conclusion**

We have considered several approaches to remote team programming, which are actively applied in the IT community. The Git version control system, which has been used in the IT community, is shown to be the most complete and convenient for working and making changes to the common cause.

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# ИСКУССТВЕННЫЙ ИНТЕЛЛЕКТ КАК СОВРЕМЕННОЕ КУЛЬТУРНОЕ ЯВЛЕНИЕ

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**Аннотация.** В статье обсуждаются тенденции развития искусственного интеллекта и его влияние на современную культуру.

**Ключевые слова:** кибернетические системы, системы искусственного интеллекта, вычислительная система, моделирование систем.

## ARTIFICIAL INTELLIGENCE AS A PHENOMENON OF MODERN CULTURE

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**Abstract.** The article discusses the development trends of artificial intelligence and its impact on modern culture.

**Keywords:** cybernetic systems, artificial intelligence systems, computing, modeling.

### Introduction

Modern philosophers and researchers often view interdisciplinary science as one of the outstanding achievements rediscovered in the 20th century. Artificial intelligence is one such area of knowledge. Chemists, biologists, computational scientists and many others are studying different aspects of cognitive systems using similar methods.

Two closely related aspects of artificial intelligence, which have received relatively little attention in recent literature, are the methodology of research and analysis of computational methods covering several applications. We believe that both issues are becoming increasingly important as artificial intelligence becomes a science and focuses on applications. It is absolutely necessary to analyze the repertoire of AI methods taking into account past experience, usefulness in new areas, expandability and functional equivalence with other methods, if AI should become more effective in building on previous results, rather than constantly reinventing the proverbial wheel, especially since even before

the birth of AI methods the necessary and “incomprehensible effective mathematics” [1] was developed. Similarly, awareness of the problems of the research methodology can help plan future research and learn from past successes and failures.

We believe that studying the methodology of the study is similar to analyzing AI operating methods, but at a meta-level; that is, the research methodology analyzes the methodology and methods used by the researchers themselves, rather than their programs, to address the challenges of selecting interesting and solvable problems for research and decision on how to proceed with their research.

### **Methodology**

The public formulation of methodological questions, which usually remain implicit in literature, may provide some useful orientation for new researchers and broaden the horizons of many AI practitioners.

A scientific direction where it is customary to set and solve the problems of software or hardware modeling of those activities that are considered intellectual. Artificial Intelligence (AI) is an extensive branch of computer science involved in the creation of smart machines capable of performing tasks that normally require human intelligence [2].

As history has shown, psychology and artificial intelligence as a scientific direction can be in a close cooperation, mutually based on each other's [3] achievements.

Artificial intelligence is usually divided into two large categories:

Narrow AI: This type of artificial intelligence, sometimes referred to as “weak AI”, works in a limited context and is an imitation of human intelligence. General Artificial Intelligence (AGI): AGI, sometimes called “strong AI”, is the kind of artificial intelligence we see in movies like robots from “The Wild West” or data from “Star Trek: A New Generation,” or “I’m Works”. AGI is a machine with common intelligence that, like humans, can use this intelligence to solve any problem.

The concept of strong artificial intelligence was invented by John Searle. Popular ideas of systemic analysis have made to make the comparison of the principles of artificial systems and human activity an important heuristic technique of highlighting a specific psychological analysis of human activity. This, of course, includes other technologies related to artificial intelligence, i.e., literally, the numerous “smart technologies” that change the human world every day [4]: “Technologically intelligent” measurement of man, accompanied by research in the field of artificial intelligence, begins with psychological and neurophys-

iological practices and develops into projects of “human enhancement” and “improving human capabilities”, which, in turn, shifts the ecological balance of the presence of existence: not nature becomes human-sized, but human growth in previously inaccessible volumes.

The change in the life cycle of information in processes of global “digitization” leads to the fact that the information communication complex is transforming the concept of the human living and social space and of the possibilities for making decisions [5]. Also, the work of artificial intelligence systems is characterized not only by the presence of operations, programs, “goals”, but also by evaluative functions.

So, in intelligent systems, in the development of large software systems, artificial intelligence can play a big role, which can help by correctly distributing the load on the server when sending messages in large volumes to the citizens of a smart city, for example. Or, as an aid to the contact center operator, distribute the application for employment of the city to the correct services and the priority of this very application.

From the point of view of philosophy [*see* 6, 7, 8], which considers the systematic study of mechanical intelligence as meaningful and productive, apart from specific formalisms (for example, first-order logic) and the problems that gave rise to informatics, one can think today not only about the emergence of AI, but also about its foundation - ideal or material [*see* 9,10,11]. According to, for example, materialism, consciousness is reduced to a material basis, the brain. Indeed, one can try to explain that since cybernetics allows one to simulate certain functions of the brain, then consciousness or mind has a purely material basis. However, this area can be considered poorly studied, despite the work of more than one generation of scientists, and it is still too early to draw such conclusions. This statement is not support for the supporters of idealism; it is only the opinion of a person who does a little math.

## **Results**

Knowledge is the tool of philosophy, not the result. Knowledge is not a final object that you can put in a chest and say: “Yes, now I have knowledge!” Knowledge is a chain. Knowledge in the field of artificial intelligence is also a chain, and an endless one.

## **Conclusion**

The tool of cybernetics is modeling [*see* 12, 13]. From the point of view of the theory of modeling, it makes no sense at all to talk about the complete identity of the model and the original. Therefore, one cannot completely simulate intelligent behavior, an object capable of thinking,

and put it all in the same chest. All this is quite consistent with the concept of knowledge, as it is presented in information sciences, cybernetics and philosophy.

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# МЕЖКУЛЬТУРНАЯ КОММУНИКАЦИЯ НА ПРИМЕРЕ ИССЛЕДОВАНИЙ ЭФФЕКТОВ ОБЛУЧЕНИЯ СТАЛИ КОРПУСОВ И ВНУТРЕННИХ КОНСТРУКЦИЙ ЛЕГКОВОДНЫХ РЕАКТОРОВ

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**Аннотация.** Цель работы заключалась в обобщении опыта межкультурной коммуникации, реализуемой при проведении исследований эффектов облучения стали корпусов и внутренних конструкций легководных реакторов. Для этого был изучен опыт международных проектов (REVE, PERFECT), направленных на разработку виртуальных тестовых реакторов (ВТР), позволяющих проводить моделирование эффектов облучения стали корпусов легководных реакторов. Приведены основные достижения данных международных проектов, а также представлено обсуждение современных подходов к организации межкультурной коммуникации.

**Ключевые слова:** корпус реактора, эффекты облучения, легководный реактор, межкультурная коммуникация.

## MULTICULTURAL COMMUNICATION ON THE EXAMPLE OF IRRADIATION EFFECTS RESEARCHES IN PRESSURE VESSEL STEELS AND INTERNAL STRUCTURES OF LWRS

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**Abstract.** The aim of this work is to present the experience of multicultural communication which has been implemented in the studies of irradiation effects on the LWR pressure vessels. The problem was solved by studying the experience of international projects (REVE, PERFECT) aimed at building VTRs capable of simulating irradiation effects in LWR pressure vessels. As a result, the achievements of these projects have been discussed and modern approaches of international communication has been suggested.

**Keywords:** VTR, reactor pressure vessel, irradiation effects, LWR, multicultural communication.

## **Introduction**

The continuous progress in computer technology have made possible the development of software tools which allows designing nuclear facilities and analyzing operational characteristics in a very time and cost effective way. The development of such products within the framework of international collaboration allows improving the approach of each participant with synergy benefits. The aim of this paper is to show the process of international collaboration by the example of the development of virtual test reactors (VTRs) which are designed to simulate irradiation effects on the Reactor Pressure Vessels in particular[1].

## **Methodology**

The goal was achieved by studying the experience of the REVE and the PERFECT international projects which were aimed to produce suites of codes, capable of simulating the whole range of events encountered in the process of irradiation on the RPV. The REVE project is a joint effort between Europe, the USA and Japan aimed at building VTRs capable of simulating irradiation effects in pressure vessel steels and internal structures of LWRs. The result of the project is a first VTR, named RPV-1, working on pressure vessel steels [2, 3]. The iterative improvements of the RPV-1 led to start developing RPV-2, a VTR devised to simulate irradiation effects in stainless steels, in a large effort (the PERFECT project) supported by the European Commission in the framework of the 6th Framework Program [4, 5].

## **Results**

As a result of the work carried out, the main achievements of these projects through the prism of international communication has been considered.

## **Conclusion**

The conclusion discusses the modern approaches (Open-Source software development on the example of OpenMC Monte-Carlo code[6], using of version control systems[7], Visual Studio Live Share software for Real-time collaborative development [8, 9]), which allows implementing international participation in the development of new software tools.

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## РАСПОЗНАВАНИЕ КРИЗИСА ТЕПЛООБМЕНА ПРИ ПОМОЩИ МЕТОДА ОПОРНЫХ ВЕКТОРОВ

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**Аннотация.** В статье рассматривается использование метода опорных векторов для распознавания кризиса теплообмена. Кризис теплообмена при кипении – это явление резкого ухудшения теплоотдачи на теплопередающей поверхности, ведущее, как правило, к быстрому возрастанию ее температуры.

**Ключевые слова:** машинное обучение, распознавание, АЭС, метод опорных векторов.

## RECOGNIZING HEAT EXCHANGE CRISIS USING THE SVM ALGORITHM

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**Abstract.** This article discusses the use of the support vector machine to recognize the heat transfer crisis. A boiling heat transfer crisis is the phenomenon of a sharp deterioration in heat transfer on a heat transfer surface.

**Keywords:** machine learning, recognition, NPP, SVM, acoustic.

### Introduction

Recognizing the heat transfer crisis is an important task for technical diagnostics for NPPs. The problem of nuclear power plant noise diagnostics was formulated as a problem of the pattern recognition theory.

The studies were carried out at the SVD-2 stand at the IPPE, Obninsk, Russia. The experimental section was a square-shaped rod inscribed in a cylinder 7.0 mm in diameter, which simulates a fuel element. For each experimental point, when the parameters reached steady-state values, a spectral analysis of the acoustic signal was carried out.

The 30 most informative diagnostic features among the measured set of spectra were determined using the chi2 test. For the selected features, a decision rule was constructed, which was used as the Support Vector Machine (SVM) (Vapnik, 1974).

The initial data was a 173\*200 matrix, the ratio of the “norm” and “crisis” classes was 109 and 64, respectively.

To identify boiling, the scikit-learn library of the python programming language was used, with the jupyter shell (Müller, 2016). To find the optimal dividing hyperplane, the following parameters were selected for the SVM classification method:

- kernel: the kernel type used in the algorithm, the following kernel types are available: ‘linear’, ‘poly’, ‘rbf’, ‘sigmoid’, ‘precomputed’.
- degree: degree of the polynomial kernel (‘poly’), ignored for other kernels.

- gamma: multiplier for kernel types: 'rbf', 'poly' and 'sigmoid'. It defaults to 'auto', which is calculated as  $1/N$ , where  $N$  is the number of features. Also gamma can be 'scale' =  $1/N$ .

- coef0: independent coefficient of the kernel function, only significant in the 'poly' and 'sigmoid' kernels.

- C: error penalty parameter.

Thanks to the optimal choice of parameters, the algorithm showed decent results, namely, 100% accuracy on a full sample

### **Methodology**

The studies were carried out at the SVD-2 stand at the IPPE. The experimental section was a square-shaped rod inscribed in a cylinder 7.0 mm in diameter, which simulates a fuel element. For each experimental point, when the parameters reached steady-state values, a spectral analysis of the acoustic signal was carried out. The power spectral density (PSD) was estimated in the range 0.25–50 kHz with frequency resolution  $f = 250$  Hz. Thus, each SPM was set with its own values at 200 frequencies, which were used as initial features in the development of the diagnostic algorithm. In total, 20 modes were implemented, for which 175 spectra were estimated. The spectra measured at the moments after the jump in the temperature of the wall of the fuel element belonged to the class "heat transfer crisis" (Skomorokhov, 2011).

### **Results**

Thanks to the optimal choice of parameters, the SVM algorithm showed decent results, namely, 100% accuracy on a full sample.

### **Conclusion**

Recognizing the heat transfer crisis is important task for technical diagnostics for NPPs. The problem of nuclear power plant noise diagnostics was formulated as a problem of the pattern recognition theory. On the whole, the experimental results have demonstrated the high efficiency of the pattern recognition methods for the reactor noise diagnostics.

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# МЕЖКУЛЬТУРНАЯ КОММУНИКАЦИЯ ДЛЯ РАЗВИТИЯ ПАРАЛЛЕЛЬНЫХ МЕТОДОВ РАСЧЕТА ЯДЕРНЫХ РЕАКТОРОВ

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**Аннотация.** Мотивацией для участия в конференции является техническое общение специалистов в области ядерных технологий. Моделирование процессов в ядерном реакторе с использованием параллельных технологий представляет интерес для специалистов в атомной и компьютерной областях, а также в области программирования. Расчетная модель критического объекта использования атомной энергии включает более 1 млн точек. В случае нестационарного процесса с малым шагом по времени, расчетное время может составлять месяц. Целью исследования является разработка эффективных методов вычислительного моделирования с использованием технологий распараллеливания, позволяющих снизить расчетное время. Разработка параллельного расчета ядерного реактора включает теорию переноса нейтронов, численные методы и параллельные технологии. В работе показаны краткие аспекты исследования. Определены роль и преимущества межкультурной коммуникации для ученых-ядерщиков.

**Ключевые слова:** ядерный реактор, параллельный расчет, MPI, численные методы, теория переноса нейтронов.

## MULTICULTURAL COMMUNICATION FOR DEVELOPING OF PARALLEL TECHNIQUES OF NUCLEAR REACTOR CALCULATION

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**Abstract.** The calculation model of critical nuclear facility includes more than 1 million points. In case of non-stationary process with the small step of time, the waiting can be a month. The aim of the study is to develop effective techniques to speed up the calculation. The work

connected with parallel calculation of the nuclear reactor includes the neutron transport theory, numerical solution and parallel technologies.

**Keywords:** nuclear reactor, parallel calculation, MPI, numerical techniques, neutron theory.

## **Introduction**

This report directly demonstrates upon the speed of development of nuclear energy. A significant part of the development of a nuclear reactor is the calculation of the neutron-physical characteristics. The reactor is a complex model with a large number of construction elements and limitations and that must be taken into account in order to correctly predict the operation of the reactor. The difficulty faced by scientists around the world is the timing of such a model.

The calculation model of critical nuclear facility includes more than 1 million points. In case of non-stationary process with the small step of time, the waiting can be a month. The development of modern computers towards a high-performance cluster architecture can significantly reduce the estimated time for many problems, but require a special restructuring of the numerical solution algorithm from sequential to parallel. The purpose of our research is to develop a methodology for calculating nuclear reactors based on parallel computations, which will significantly reduce the computation time.

The works connected with parallel calculation of the nuclear reactor includes the neutron transport theory, numerical solution and parallel technologies. These components have well-known English analogies.

## **Methodology**

The neutron transport theory is used in different countries to simulate processes in a nuclear reactor (a lot of various software packages). General English terms and concepts can be shown in conferences.

Calculations were carried out by the utilization of the ShIPR code [1, 2]. ShIPR (Shell of Intelligent Package for Reactor) is an Integrated Development Environment of the FORTRAN codes application with the automatic generation of the main programs on the basis of the supply chain of computational modules, which implement the main stages of the neutronic calculation of nuclear reactors.

In order to solve the time independent neutron diffusion equation, a finite difference method was used [3]. There are several methods for solving linear equation systems such as the Gauss elimination method,

iteration methods like Jacobi, Gauss-Seidel and SOR. Among iteration methods, SOR is much faster in calculations. Thus, the derived system of linear equations can be solved by the successive over-relaxation (SOR) method. [4] Numerical solutions have well-known English analogs, which are used by the French, Japanese, British, etc.

Parallel technologies consist of two main concepts - MPI (Message Passing Interface) and OpenMp (Open Multi-Processing) [5].

## Results

The brief demonstration of study is presented. Speedup is defined as the ratio of calculation time for the entire task without using the parallel interface and calculation time for the entire task using the parallel interface. Speedup calculation for the software package is considered. In computer architecture, Amdahl's law is a formula, which gives the theoretical speedup when using multiple processors. Comparing the obtained and theoretical curves demonstrates that the developed parallelization scheme has less speedup due to losses. The calculated dependence without losses shows agreement with Amdahl's law. The losses and their relative contribution were identified. The role and benefits of multicultural communication for the scientists in nuclear are given.

## Conclusion

The conclusion discusses that the development connected with parallel calculation of nuclear facility allows us to implement international collaboration. Multicultural communication contributes to the development of optimized parallel techniques of the software packages.

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# РАЗНОСТНЫЕ СВОЙСТВА XSL ФУНКЦИИ УСЛОЖНЕНИЯ С УМНОЖЕНИЕМ В НЕАБЕЛЕВОЙ ГРУППЕ В СЛОЕ НАЛОЖЕНИЯ КЛЮЧА

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**Аннотация.** Современные атаки на существующие алгоритмы шифрования подталкивают к рассмотрению новых математических примитивов для использования в качестве базовых блоков криптографического алгоритма. Одним из таких примитивов является неабелева группа порядка  $2^m$  с циклической подгруппой индекса два. В этой работе приводятся результаты вычислительных экспериментов оценки разностных свойств XSL функции усложнения со слоем наложения ключа, использующим одну из четырех групп с описанным выше свойством. Выявлены композиции некоторых S-боксов и группы, улучшающие разностные свойства по сравнению с использованием операции XOR в X слое.

**Ключевые слова:** ГРУППА ДИЭДРА, ГРУППА КВАТЕРНИОНОВ, DDT, BCT.

## DIFFERENTIAL PROPERTIES OF XSL ROUND FUNCTIONS WITH NON-ABELIAN GROUP IN KEY ADDITION LAYER

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**Abstract.** Constant attacks on ciphers induce the consideration of new mathematical structures to be used in cryptography. Non-abelian groups of order  $2^m$  with cyclic subgroup of index 2 are among candidates. The study is experimentally testing differential properties of a round function with one of four specimens of the groups as the layer of key addition. Conjunctions of a group and an S-box improving differential properties are revealed.

**Keywords:** DIHEDRAL GROUP, QUATERNION GROUP, DDT, BCT

The more communications are performed via the Internet the higher security level is required from underlying media. Nowadays, symmetrical cryptographic primitives are the core of privacy provision during actual data exchanges after setting up of temporary keys for the primitives. Although only restricted set of algorithms is widely used, proposals of new ones arise frequently [1-3] to mitigate some attacks revealed before the proposals. So the consideration of various mathematical structures used in cryptographic primitives is topical. Unlike AES [4], lightweight cryptosystems, namely [5, 6], employ generalizations of Feistel network to reduce data stored in processors' cache.

Nonabelian groups of order  $2^m$  with cyclic subgroup of index 2 can be considered in some sense related to abelian groups currently used in key addition layers of block ciphers [7]. There are four groups of this kind [7] but two of them, namely generalized quaternion groups and dihedral groups are well known and taken into consideration in this study only. So generalized quaternion group  $Q_{2^m}, m \geq 3$  is defined with two generators  $a, u$  and relators  $a^{2^{m-1}} = e, u^2 = a^{2^{m-2}}, ua = a^{-1}u$ ; a dihedral group  $D_{2^{m-1}}, m \geq 3$  - with two generators  $a, u$  and relators  $a^{2^{m-1}} = e, u^2 = e, ua = a^{-1}u$  [7].

This study aims to investigate differential properties of a 3-bit and 4-bit round function for Feistel network generalizations with the replacement of addition in an abelian group with non-abelian generalized quaternion or dihedral groups. Let us denote  $V_n$  as a bit vector of length  $n$ ,  $X(x, k): V_n \times V_n \rightarrow V_n$  - function of key addition layer,  $S: V_n \rightarrow V_n$  - layer of non-linear substitution and  $L: V_n \rightarrow V_n$  - linear layer,  $XSL := X \circ S \circ L = L(S(X(x, k)))$  where  $x, k \in V_n$ . The XSL functions are considered as round functions and studied as long as it is a frequent approach for the design of round functions. The L layer is not significant in examining differential properties thus it is omitted. Potential S layers are grouped into affine equivalence classes [8] and iterated over with fixed specimens. The following expected values

$$E(P) = \sum_{k \in \{0 \dots 2^n - 1\}} \frac{1}{2^n} \frac{\max_{a, b \in \{1, \dots, 2^n - 1\}} (T^k(a, b))}{2^n}$$

are computed.  $T^k(a, b)$  is an element from either the Difference Distribution table or the Boomerang connectivity table[9] of XSL round function considered as  $S(x * k)$  (with the omission of the linear layer) where  $*$  denotes addition in a dihedral group or generalized quaternion group or XOR operation. Then these three expected values are compared.

The main result of the study is that it seems impossible to generalize differential properties of XS round functions with either dihedral or generalized quaternion groups in the key addition layer. Yet there is a set of S-boxes showing a lower expected value with considered non-abelian groups. So the right choice of S-box along with a non-abelian group in the key addition layer can strengthen a cipher against differential attacks.

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## ОБЩЕСТВЕННОЕ ВОСПРИЯТИЕ АТОМНОЙ ЭНЕРГЕТИКИ

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**Аннотация.** Данная работа направлена на поиск решений по преодолению негативного восприятия атомной энергетики в обществе посредством анализа причин и особенностей существующего восприятия, а также выявления преимуществ атомной энергетики. В заключении автором предложены шаги по преодолению негативного восприятия в соответствии с аспектами, отмеченными в исследовании.

**Ключевые слова:** атомная энергетика, общественное восприятие, производство энергии, изменение климата, выбросы парниковых газов.

## PUBLIC PERCEPTION OF NUCLEAR ENERGY

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**Abstract.** This work was aimed at finding solutions to overcome the negative perception of nuclear energy in society by means of analyzing the causes and features of the perception as well as regarding the main advantages of nuclear energy. In the conclusion the steps to overcome the perception are listed in accordance with the points mentioned in research.

**Keywords:** nuclear energy, public perception, energy production, climate change, greenhouse gas emissions.

## **Introduction**

Today, more than 85% of the consumption of primary energy by mankind is accounted for by hydrocarbons, while nuclear energy is only 5%, and rapidly developing renewable sources make up only 3%. A number of energy development models claim that by 2030-2040 the depletion of non-renewable resources will come against the background of growth (about 1.5% per year) in the demand for primary energy in the world (Uliyanin et al., 2019). And the nuclear energy is a promising direction for the development of energy due to the carbon-free and potential inexhaustibility of fuel. Nevertheless, this direction is subject to significant criticism from society and public opinion. So, the purpose of this study was to develop solutions to overcome the negative perception of nuclear energy in society. Tasks solved to achieve the stated goal: determining the advantages of nuclear energy; identifying the causes and characteristics of the existing public perception.

## **Methodology**

Methods used: analytical, historical retrospective, a systematic approach.

## **Results**

To begin with, it is proposed to turn to the advantages of nuclear energy, which make it possible to rank it among the corresponding components of achieving sustainable development and, in particular, mitigating climate change (Schneider et al., 2013). It should also be noted that nuclear energy does not produce pollutants associated with the combustion of fossil fuels. An important aspect is the balance of benefits and costs, which in the case of nuclear energy is the best according to the multivariate analysis carried out in 2015 (Brook & Bradshaw).

Finally, another significant advantage of nuclear energy is its impact on the prevention and reduction of mortality. Thus, the main advantages of nuclear energy in comparison with fossil energy resources, as well as in comparison with renewable ones, were identified.

Further, it seems necessary to move on to the analysis of the reasons and features of the current negative public perception of nuclear energy. So, one of the main reasons for concern of people is the number of accidents that have occurred at nuclear power plants – so far 99 accidents have occurred (Sovacool, 2010). Further, other important factors are the political one, people's concern about the potential impact of the nuclear

power plant on the residents of the adjacent territories (NCI, 2009), the fear of nuclear technologies falling into the hands of terrorists (IAEA, 2020). So, despite the obvious advantages, a split remains in the society of different countries between those who support and those who hinder the development of nuclear energy.

### **Conclusion**

If we talk about the strategies aimed at changing the perception of nuclear energy, then it should be noted that the correction of perception can be carried out through a sensitive interaction adapted to the audience, emphasizing the significant advantages, as well as indicating the risks of other energy technologies. It is necessary to demonstrate the importance and low cost of nuclear power, as an integral part of the energy balance structure, which allows achieving a reduction in emissions of CO<sub>2</sub> and other pollutants. It is necessary to dispel myths about nuclear energy by providing objective information and identifying fraud. Greater acceptance can be achieved by adapting business models that reflect an emphasis on inclusive decision-making, affordability, and community-scale solutions for nuclear power. Finally, cooperation in energy modeling is needed to adapt policies creating a market that makes nuclear energy an integral part of the energy balance achieving carbon neutrality at the lowest cost.

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## **АНАЛИЗ ВЗАИМОСВЯЗАННЫХ ОБЪЕКТОВ НА ПРИМЕРЕ ЧЛЕНОВ КОНГРЕССА США**

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**Аннотация.** В работе представлен анализ характеристик политических деятелей Соединенных Штатов Америки. Целью исследования является общий анализ деятельности политических деятелей, анализ профиля объектов исследования, анализ культурного, национального и религиозного состава Конгресса США. В результате исследования авторам удалось выявить связи объектов исследования с лоббистскими и общественными организациями, занимающимися отстаиванием интересов определенной культуры, национальности и религии, а также выявить связи между самими объектами. В качестве источников информации использовались сервисы для отслеживания деятельности и профиля политических деятелей GovTrack и Vote Smart.

**Ключевые слова:** члены Конгресса США, графовый анализ, анализ взаимосвязанных объектов, этнический состав Конгресса США.

## **ANALYZING INTERRELATION OBJECTS: A CASE STUDY OF THE US MEMBERS OF CONGRESS**

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**Abstract.** The paper presents a methodology of the analysis of the characteristics of politicians in the USA. The purpose of the study is to analyze the profile of the objects of research, as well as the cultural, national and religious composition of the Congress. As a result, the authors have managed to identify the connections between the politicians and public organizations or lobbying organizations that promote the interests of certain cultures, ethnic groups, religions, as well as the connections between the objects themselves.

**Keywords:** members of US Congress, analysis of graph, analysis of interrelated objects, ethnic composition of US Congress.

## **Introduction**

The purpose of the paper is the analysis of the politicians' key characteristics. The politicians used are the congressmen and the senators of the United States of America. First of all, the authors of the paper collected data on US politicians. The methodology for collecting and storing data is presented in detail in a different paper of the authors: *Visualization of Graph-based representations for analyzing related multidimensional objects*, which is published in the peer-reviewed journal covered in the Scopus abstract and citation database. GovTrack and Vote Smart are services that are used as the sources of information to track the activity and screen the profile of the politicians. They provide the users with the information on the political, social activities of politicians, their biography and position on issues related to the legislation, their political statements and the results of voting on bills, membership in committees and sources of financing support. The information about the politicians has been collected from these services. The object of the research is a politician who has the following characteristics, which has been obtained during the data collection: name, party, district, ratings, bills, religion, education, political experience, current legislative committees, former committees, professional experience, other organizations, additional information (awards, favorite quotes, etc.).

## **Methodology**

The structure of data processing process looks as follows:

- data is collected from information resources;
- data change (filtering, format change) is carried out;
- data is loaded into data storage;
- data analysis is performed.

- Steps 1-3 are described in *Visualization of Graph-based representations for analyzing related multidimensional objects*. This paper considers data analysis in detail.

The initial data contains information about politicians, who can have a connection with each other through education, participation in the same projects, committees, etc. Therefore, for data analysis graph representation of data is used to detect the interrelated objects more clearly. To improve the quality of the analysis, the following nodes of the “person”, “education”, “religion”, “party” and “organizations” types are selected from the initial data, the edges are the connection between the nodes.

After the selection of the nodes and the construction of the graph, a detailed analysis of the data is performed to identify connections between objects and patterns. Particular attention is paid to the connections between people and organizations and projects that are somehow related to cultural diversity in the United States of America. The selection of target organizations, projects and individuals is carried out with the use of software methods (processing of text data using Natural Language Processing (NLP) and other methods of text analysis) and an expert method using algorithms on graphs (breadth-first search (BFS), selection of slices on graphs, etc.).

### **Results**

The work on the practical part is still underway.

### **Conclusion**

The paper presents the methodology for the analysis of interrelated objects presented in the form of a graph. The paper is a continuation of other papers that are devoted to the methodology of data collection and presentation of data in the form of a graph structure. This paper describes the practical conclusions the research objects’ profile analysis the identification of the cultural, ethnic and religious activities of the politicians of the US Congress.

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## УЛУЧШЕНИЕ ТЕХНИЧЕСКИХ КОММУНИКАЦИЙ В ПРОЕКТЕ СООРУЖЕНИЯ АЭС

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**Аннотация.** Проект по проектированию и сооружению Атомной электростанции (АЭС) представляет собой сложную систему, на успех которой влияет большое количество факторов. При работе с системой такой сложности важно эффективно организовать процесс технической коммуникации. Традиционно все технические взаимосвязи проектов были скрыты под большим количеством документации и человеческого опыта, но 4-я промышленная революция позволяет использовать новые инструменты для существенной оптимизации привычных методов работы. В данном исследовании представлен системный способ модернизации работ по сложному техническому Проекту путем организации технических коммуникаций внутри Проекта по проектированию АЭС современным способом. При помощи функционального анализа предлагается оцифровать все потоки технических данных, избавившись при этом от большого количества внутренней документации и высвободив значительное количество ресурсов. В статье описаны основные шаги на пути к автоматизации технических коммуникаций и дано объяснение некоторых основных преимуществ данного подхода.

**Ключевые слова:** техническая коммуникация, функциональный анализ, Атомная электростанция, инжиниринг, строительство, Проект, структура декомпозиции, системная инженерия.

## **ORGANIZING TECHNICAL COMMUNICATIONS IN AN NPP ENGINEERING AND CONSTRUCTION PROJECT**

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A nuclear power plant (NPP) design process is a complex project, that requires hundreds of highly educated experts, who develop thousands of systems and make unique technical and organizational decisions. When dealing with a system of such a complexity, it is important to organize the technical communication process in an efficient way. Traditionally all the technical project interconnections were hidden under a large amount of documentation and human expertise.

At the same time, the 4-th industrial revolution has changed the way we work. Modern technological spectrum supplies us with a different kind of products and services. Furthermore, all these transformations affect our everyday life: the way we behave, use instruments and, last but not the least, interact with each other. These are some of the fundamental changes in our life.

Complex technical projects, such as engineering and construction of a Nuclear Powerplant projects, actively integrate modern intellectual systems: computer-aided design, product lifecycle management, engineering data management. They are designed in accordance with the call of the new era but at the same time are used to manufacture the old products and support traditional processes.

But modern technologies cannot be integrated efficiently into the existing processes of our society without changing our behavior or the way we think – the main aspect of the decisions we make. The literature review indicates that decision management in a complex technical project faces a number of impediments, that can be caused by human communications imperfection.

According to (Steirer, 1994), improvement of the technical communication process can provide a great competitive advantage over those companies, that lag behind in delivering information. So, how to improve mutual understanding? (Shannon, 2001) explains, that communication messages usually mean something, i.e., they have a certain *meaning* as a core.

A Nobel prize winner (Simon, 1960) claims decision management, based on properly established communication channels, as the essence of the managers work. Decision making is the key consequence of communications in any company. It is essential to establish an effective communication channel.

An uncertainty in delivering messages is well shown by (Reboul, 2015). In their work, the author emphasizes, that such even human languages are doubtful to have evolved as a communicational system. On the contrary, they are much more effective as a “Language of Thought”.

This study presents a systematic way to organize technical communications inside a NPP design project in a modern manner. By using the cost-functional approach we suggest digitizing all the technical data flows while getting rid of a great amount of internal documentation and release a significant amount of resources. As a result, the paper describes the main steps towards automation of technical communications and offers an explanation to all the benefits and prospects of such an approach.

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# УГРОЗЫ ИНФОРМАЦИОННОЙ БЕЗОПАСНОСТИ В ПРОЦЕССЕ МЕЖКУЛЬТУРНОЙ КОММУНИКАЦИИ

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**Аннотация.** Исследование посвящено актуальной в современном обществе проблеме информационной безопасности в рамках межкультурной интернет-коммуникации. Рассматриваются факторы и тенденции внедрения информационных технологий в процесс взаимодействия представителей стран и народов в различных сферах деятельности. Приведен перечень актуальных угроз, связанных с искажением содержания и смысла информации, размещенной в цифровой среде. Предложены основные рекомендации по возможной минимизации информационных рисков в мультикультурном обществе.

**Ключевые слова:** межкультурная коммуникация, информация, информационная безопасность, информационные технологии.

## THREATS TO INFORMATION SECURITY IN THE PROCESS OF INTERCULTURAL COMMUNICATION

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**Abstract.** The research is devoted to the problem of information security, which is relevant in modern society, within the framework of intercultural Internet communication. The factors and trends in the implementation of information technologies in the process of interaction between representatives of countries and peoples in various fields of activity are considered. A list of current threats associated with distortion of the content and meaning of information posted in the digital environment is presented. Basic recommendations on possible minimization of information risks in a multicultural society are offered.

**Keywords:** intercultural communication, information, information security, information technology.

## **Introduction**

Intercultural communication is the interpersonal interaction of members of various groups, differing from each other in knowledge and patterns of behavior (including speech / language), shared by members of these groups and perceived by them as something taken for granted (Zhukova, 2013). Communication in a multicultural society is carried out within the framework of specific spheres of people's life, which is reflected in the specifics of the dialogue that is conducted at the household level, in the field of education, science, and professional activity.

Today, in connection with the current situation in the world associated with the spread of COVID-19, communication of individuals or groups is increasingly carried out virtually, using information and communication technologies. In the process of communication between participants in intercultural communication, modern software tools of Internet technologies are widely used, to work with which you need to register: e-mail, Skype, social networks, educational platforms for distance learning, online stores, and cloud resources. In this regard, the analysis and classification of information risks associated with the implementation of international interaction become relevant.

## **Methodology**

Most researchers determine the main negative consequences of the use of Internet technologies by participants in intercultural communication from the point of view of the technical component of the main information security services (Pronchev, 2013):

- threat to confidentiality (leakage of confidential information and causing direct or indirect damage to communication participants),
- threat to integrity (modification of information circulating within the network and loss of its adequacy),
- threat of availability (violation of access to network information and blocking access to the resource),
- threat of completeness (destruction of information circulating within the network and causing direct or indirect damage to both the user of the social network and its owner),
- threat of relevance (delay in obtaining information by a legal user of the network),

- threat of importance (unauthorized reading of confidential network information, which leads to the loss of its value characteristics),
- threat of addressability (redirection of network information, which can lead to a decrease in its confidentiality and availability),
- threat of information redundancy (multiple duplication of network information).

These threats are implemented using (Navid Ali, Sarfraz, Noor, 2020):

- phishing attacks, the purpose of which is to illegally obtain personal data,
- DDOS attack,
- malicious domains, social media messaging,
- financial fraud aimed at unauthorized receipt of money or access to bank accounts,
- installation of malicious applications aimed at spying on people.

In our study, we consider the threats to the social component of the Internet as a special space intended for the implementation of mass intercultural communication. We believe that in the modern world, violations of information content requirements are more important than technical threats to information security, since most users do not know how to evaluate the quality and reliability of the information received.

These threats include:

- malicious spam emails,
- political disinformation,
- access to information that has a destructive effect on the psychological health of people.

## **Results**

In accordance with the identified groups of threats, organizational and technical measures were determined to ensure information security in the process of intercultural interaction.

To solve the semantic problem of information security, it is necessary to train users in an adequate assessment of information, its critical understanding on the basis of moral and cultural values. Each participant in intercultural interaction should have a strategy for dealing with inappropriate content.

As measures to counter semantic threats to information security, we can recommend users of Internet technologies:

- learn the skills of competent information search, correctly formulate search query,
- be able to verify sources of information,
- be able to critically select and evaluate information,
- be able to check actual errors,
- to compare the meaning of the information message to their basic knowledge on a specific problem, in case of their absence to address other sources of information,
- be able to systematize information, look for hidden meaning.

## Conclusion

The study examined current information security threats associated with distorting the content and meaning of information hosted in a digital environment. Key recommendations have been developed to minimize information risks in a multicultural society. One of the possible ways to solve the problem is the formation of critical thinking, training in analytical work with information received in the network. In this case, participants in intercultural interaction will be able to assess the reliability of information and avoid the negative consequences of Internet communication.

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# ПРИМЕНЕНИЕ ИНТЕЛЛЕКТУАЛЬНОЙ ОБРАБОТКИ ДАННЫХ В МУЛЬТИКУЛЬТУРНОМ ОКРУЖЕНИИ

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**Аннотация.** В данной работе описываются аспекты разработки интеллектуальных систем обработки данных (в частности, на основе нейронных сетей) для работы в мультикультурной среде. Для того, чтобы система хорошо работала с такими мультикультурными данными, ее необходимо правильно разработать и обучить обработке мультикультурных данных. Описаны особенности разработки такой системы и даны рекомендации по ее созданию.

**Ключевые слова:** мультикультурное общество, коммуникация, алгоритм искусственного интеллекта, нейронные сети, обработка данных.

## ASPECTS OF INTELLIGENT DATA PROCESSING IN MULTICULTURAL SETTINGS

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**Abstract.** The work describes the aspects of developing intelligent data processing systems (specifically based on neural networks) for a multicultural environment. In order to work well on multicultural data, the system needs to be developed and trained correctly to handle multicultural data. We describe the features of the development of such a system and provide recommendations for it.

**Keywords:** multicultural society, communication, artificial intelligence algorithm, neural networks, data processing.

### Introduction

This paper describes the difficulties and features of intelligent data processing in the context of a multicultural environment.

In the modern world, people are connected more than ever. There're a lot of international events both online and offline with people with different backgrounds participating.

Intelligent data processing systems including those based on artificial intelligence permeate through all aspects of our lives. More people and more often are affected by the automatic decisions of computers directly or indirectly. For example, artificial intelligence could decide whether a bank should give a person a loan. Or when communicating using translation services, the way sentences are translated could affect the human decision-making process.

Data processing systems based on artificial intelligence reached high results in various fields like driving assistance systems (Arnold, 2019) or decision-making algorithms for board games (Silver, 2018).

Because of that, it's important to make artificial intelligence algorithms that are aware of cultural differences and can work well in multicultural environments.

In this work, we're investigating intelligent data processing in multicultural settings. We shortly describe artificial intelligence algorithms based on neural networks and their features. We consider the aspects of neural network algorithms in the multicultural context. We provide recommendations for developing algorithms aimed at multicultural settings.

### **Methodology**

Neural networks are often used in intelligent data processing as a base for artificial intelligence algorithms. They proved themselves effective for various tasks, like autonomous driving (Arnold, 2019) or artificial intelligence for board games (Silver, 2018). The performance of the neural networks depends on the algorithm's architecture and the training dataset. Developers need to construct both with the multicultural context in mind.

### **Results**

We provide recommendations for building systems that perform well on data from various cultures.

For example, for face detection and emotion recognition it's important to consider that people around the world don't look the same and don't express emotions in the same way.

Another crucial communication system is translation services. There're many accents and ways of speaking the same language in dif-

ferent parts of the world. A better translation system is aware of as many cultural features of the languages as possible.

Thus, it's recommended to use training datasets that include samples from different cultures.

Additionally, it's desirable to make algorithms that are capable of generalizing their knowledge onto new, unseen objects more effectively. An algorithm like that can work well even on object types it didn't have in the training sets.

More importantly, developers need to investigate the performance of the algorithms on multicultural data and analyze the mistakes made to make more efficient systems.

### **Conclusion**

The performance of data processing on multicultural data is an important problem. Neural networks can perform well on various tasks but they need to be designed and trained correctly to handle multicultural data. Training datasets need to include data from different cultural sources, algorithms should be able to generalize knowledge to new objects, developers need to investigate the performance of the algorithms on multicultural data.

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