



CURRENT ISSUES IN MODERN LINGUISTICS AND HUMANITIES

PROGRAM AND ABSTRACTS

**The 14th All-Russian Research and Methodological Conference with
International Participation
Institute of Foreign Languages (RUDN University)
Moscow
March 25th, 2022**

*Moscow, Institute of Foreign Languages
RUDN University, March 25, 2022*

**Moscow
Peoples' Friendship University of Russia
2022**

ORGANIZING COMMITTEE

Chair – Nataliia L. Sokolova, Professor, PhD in Philology, Director, Institute of Foreign Languages, RUDN University (Russia)

Co-Chair – Natalia S. Erokhova, PhD in History, Deputy Director for Research, Institute of Foreign Languages, RUDN University (Russia)

Members:

- Olga V. Alexandrova, Professor, Dr. of Philology, Deputy Dean for Research, Faculty of Philology, Lomonosov Moscow State University (Russia)
- Enrique F. Quero Gervilla, Full Professor, PhD, Dean of the Faculty of Translation and Interpretation, Director of the Russian Centre, University of Granada (Spain)
- Houda Ben Hamadi Melaouhia, Professor, PhD, Director, Higher Institute of Languages of Tunis, University of Carthage (Tunisia)
- Juan Manuel Marcos, Professor, PhD, Rector, UniNorte University (Paraguay)
- Dzholdasbekova Bayan Umirbekovna, Dean of the Faculty of Philology, Professor, Doctor of Philology, Corresponding Member of the National Academy of Sciences of Kazakhstan, Al-Farabi Kazakh National University (Kazakhstan)
- Mikhail K. Zhuravlev, President, Erzia International Art Foundation (Russia)
- Natalia F. Mikheeva, Professor, Dr. of Philology, Chief Specialist for Postgraduate Programs, Institute of Foreign Languages, RUDN University (Russia)
- Natalia Ya. Bezrukova, Deputy Director for International Affairs, Institute of Foreign Languages, RUDN University (Russia)
- Irina P. Barabash, Deputy Director for Economic Affairs, Institute of Foreign Languages, RUDN University (Russia)
- Tatyana V. Boldovskaya, Chief Specialist for Editorial and Publishing Activities, Institute of Foreign Languages, RUDN University, Russia
- Leonid N. Chifilev, Head of Multimedia Technologies Department, Institute of Foreign Languages, RUDN University, Russia
- Pavel A. Strunin, Chief Specialist for Informatization, Institute of Foreign Languages, RUDN University, Russia

Secretary: Margarita A. Smolkina, Institute of Foreign Languages, RUDN University, Russia

SCIENTIFIC COMMITTEE

Chair – Nataliia L. Sokolova, Director, Institute of Foreign languages, RUDN University, Russia

Co-Chair – Natalia S. Erokhova, Institute of Foreign Languages, RUDN University, Russia

Members:

Ouannes Hafiane, Higher Institute of Languages of Tunis, University of Carthage, Tunisia

Gulmira B.Madiyeva, Al-Farabi Kazakh National University (Kazakhstan)

Enrique F. Quero Gervilla, University of Granada, Spain

Sergio Marcos Gustafson, UniNorte University, Paraguay

Valiantina Maslava, Vitebsk State P.M. Masherov University, Belarus

Keith Topping, University of Dundee, UK

Michaela Mudure, Babeş-Bolyai University, Romania

Olga V. Alexandrova, Lomonosov Moscow State University, Russia

Liliya V. Moiseenko, Moscow State Linguistic University, Russia

Natalia F. Mikheeva, Institute of Foreign Languages, RUDN University, Russia

Elena Butrova, Erzia International Art Foundation (Russia)

Time limit:

Welcome speech – 5-10 minutes
Plenary speech - up to 30 minutes
Sessions speech - 10-15 minutes
Debate - up to 5 minutes

Conference Languages: Russian, English

Address:

Moscow, Miklukho-Maklaya Str., 9, Bldg. 4
tel. (+7 499) 432-75-08,
e-mail: sokolova-nl@rudn.ru
erokhova-ns@rudn.ru

Conference Website: <http://science-ifl.rudn.ru/>

Conference organizers

Institute of Foreign Languages of the RUDN University (Russia)
Faculty of Philology of Moscow State Lomonosov University (Russia)
Faculty of Translation and Interpreting of the University of Granada (Spain)
Russian Centre of the University of Granada (Spain)
Higher Institute of Languages in Tunis of the University of Carthage (Tunisia)
UniNorte University (Paraguay)
Al-Farabi Kazakh National University (Kazakhstan)
Erzia International Art Foundation (Russia)

Timetable

Sessions	Time	Pages
Opening Ceremony PLENARY SESSION (MS TEAMS)	10:00 – 12:30	5-6
Track 1 (MS Teams)		
SESSION 1 LINGUISTICS AND MODERN LANGUAGES	13:00 – 15:00 15:15 – 17:15	7-15
Track 2 (MS Teams)		
SESSION 2 INTERCULTURAL COMMUNICATION	13:00 – 15:00 15:15 – 17:15	16-25
Track 3 (MS Teams)		
SESSION 3 TRANSLATION, TRANSLATION STUDIES, INTERPRETING	13:00 – 15:00	26-32
SESSION 5 SELECTED TOPICS IN GENERAL AND SPECIFIC LINGUISTICS IN SYNCHRONIC AND DIACHRONIC PERSPECTIVE & SOCIAL AND PSYCHOLINGUISTICS	15:15 – 17:15	43-47
Track 4 (MS Teams)		
SESSION 4. LINGUISTICS AND THE HUMANITIES – INTERDISCIPLINARY APPROACHES IN RESEARCH AND TEACHING	13:00 – 15:00 15:15 – 17:15	33-42
Track 5		
SESSION 6 SÉMINAIRE FRANCOPHONE « FRANCOPHONIE. JEUNESSE. NUMERIQUE »		48

PROGRAM AND ABSTRACTS

(MS Teams)

OPENING CEREMONY

PLENARY SESSION

(10:00 – 12:30)

Opening Speech: Nataliia L. Sokolova, Professor, PhD in Philology, Director, Institute of Foreign Languages, RUDN University (Russia)

Keynote Speakers:

Yulia L. Obolenskaya, Dr. of Philology, Emeritus Professor, Head of the Ibero-Romance Department, Director of the Center of Ibero-Romance Studies, Faculty of Philology, Lomonosov Moscow State University, Moscow, Russia

Spanish linguistic concepts of the XXI century

The report is devoted to the current trends in Spanish linguistics, reflecting both the features of the socio-political and socio-cultural context of their development since the last quarter of the 20th century. up to the present time, and the special nature of their development. The active and simultaneous development of the heritage of several national linguistic schools at once in the 21st century is gradually replaced by interest in the Spanish philological tradition and multidimensional studies of the languages of the peoples of Spain, and socio-cultural issues become an important component of even traditional linguistic areas.

Keywords: Spanish linguistics, current trends, socio-cultural context

Tseveen Tsetsenbileg, Associate Professor, Doctor of Sociological Sciences (PhD), Leading Research Fellow, Head of the Department of Sociology and Social Psychology, Institute of Philosophy, Mongolian Academy of Sciences, Ulaanbaatar, Mongolia
e-mail: tsetsenbilegts@gmail.com

Modern languages at the age of globalization

Abstract: The recent and ongoing worldwide processes currently witnessed, like globalization, migration, and pandemic issues have been changed our perceptions, understanding of value and usage of the languages. The paper aimed to discuss the globalization impact on local languages perception and usage based on various surveys data analysis. The process of globalization and open access to internet as

well as lockdown situation in last two years refers to the increased consciousness of the world as a whole and effects the usage world languages, which are regarded as an essential vehicle for the ability of communicating across cultures. In those conditions the role of English language it seems to be prevailing. CIA calculated in 2020 that English is most spoken language with 16.5 percentage of world population. According to Statista in last year around 1.35 billion people worldwide spoke English natively or as secondary language more than the 1.12 billion Mandarin Chinese speakers, whereas Hindi and Spanish accounted for the third and fourth most widespread languages. That results in the uniformity of the world especially among young people. Nonetheless the spread of the English language jeopardizes the existed multilingualism and multiculturalism,

Keywords: word languages, globalization, perception, usage, English language

TRACK 1 (MS Teams)
SESSION 1
(13.00-15.00)
(15.15-17.15)

LINGUISTICS AND MODERN LANGUAGES

Chair: **Chair: Luidmila A. Egorova**, Institute of Foreign Languages, RUDN University (Russia), e-mail: egorova-la@rudn.ru

Moderator: Magarita A. Smolkina, Institute of Foreign Languages, RUDN University (Russia), e-mail: smolkina-ma@rudn.ru

LINGUISTIC SPECIFICS OF PLAY INTERACTION IN TV DISCOURSE

Marina A. Hladko

Minsk State Linguistic University, Minsk, Belarus

e-mail: glad_26@tut.by

Abstract. Entertainment TV discourse is constructed on the grounds of linguo-semiotic phenomenon of carnivalization. Specialists working in this field play certain roles, put on masks and overall participate in the game they create. In the media space the game and the role-masks as its component, in particular, have an impact on construction of the media text. Thus, the aim of the article is to study the set of play role masks and their communicative strategies in entertainment TV discourse. The core of these strategies is transformation into a different linguistic personality involving a game, spectaclisation and carnivalisation. The communicative strategies are based on humor with a focus on entertainment, game and aesthetic value as well as outrageous pleasure. The study reveals the following play communicative strategies: role masks of Humorist and Mocker. They comprise various genres: talk-show, culinary show, intellectual show, entertaining news. The dominant characteristics of Humorist communicative behavior are high proportion of the spontaneity, reduced degree of interest in the interlocutor's reaction. The article describes the key tactics, verbal and non-verbal means reflecting this strategy. The dominant markers are: parody phraseological units, combination of incongruous. The role mask Mocker is in high demand in intellectual and entertainment shows. This communicative behavior is characterized by moderately high share of buffoonery in the total volume of communication, feigned conflict, a high degree of spontaneity and a low degree of consideration for the reaction of the communicative partner. The study reveals two tactical varieties of the strategy: tactic of feigned cynicism and derogatory attitude towards a communication partner and their key semiotic codes. The dominant markers of the tactic are: negative constructions; violation of contextual correspondence, negative-colored estimation words. It is shown that the role masks under analysis are represented in the media text in basic models: attractions model and text construction model.

Keywords: TV discourse, carnivalization of communication, speech mask,

communicative strategy, tactics

SEMANTIC FEATURES OF “REINTERPRETED” IDIOMS WITH A LAUGHTER COMPONENT IN MODERN SPANISH LANGUAGE

Evgeniya A. Popova

Moscow State Linguistic University, Moscow, Russian Federation

e-mail: o-genia@yandex.ru

Abstract. The current research deals with the semantic peculiarities of the so-called “reinterpreted idioms” (the term was introduced by A. V. Kunin in 1970), which contain a component of laughter (the lexeme reír / risa), and their functioning in the Spanish language. The purpose of the study was to analyze a number of set expressions where the key component conveys the meaning of laughter or smile, but their general meaning has nothing in common with the corresponding semantic field. For example, the idiom caerse de risa (lit. “fall down from laughter”), although being metaphorical by nature, still describes the process of laughter and its intensity, while in such idioms as estar tentado a la risa (lit. “to be prone to laughter”), which means “to be amorous / lustful”, one does not come across anything connected with laughter at all. Thus, the meaning of the second idiom can be considered as “reinterpreted”. The list of units under investigation was formed with the help of monolingual explanatory, idiomatic and ideographic dictionaries of the Spanish language (Latin American variations included), and bilingual (Spanish-Russian and English-Spanish) dictionaries. The analysis of 20 reinterpreted idioms with the key laughter component gives way to a conclusion that many of the selected units reveal certain initial associations with laughter / smile: for example, boca de risa (lit. “mouth of laughter”) characterizes a friendly, polite person, as well as the qualities of friendliness and courtesy themselves. The component of laughter in such idioms can be a basis for describing the character of a person or their behavior, objects, or phenomena. Behind a reinterpreted expression there also can observe a whole situation, whose correct decoding depends on a certain level of background cultural knowledge. Thus, if we consider the Peruvian idiom quedarse riendo (lit. “to remain laughing”), it is impossible to find the motivation of its current meaning (“to be beheaded / executed”) in the modern Spanish language. We need to know its origin to understand the reason for such semantics, which involves immersion into the national culture of a particular Spanish-speaking country.

Keywords: Spanish language, “reinterpreted” idiom, laughter, semantics, (un)motivated meaning

GENDER NEUTRALITY IN POLITICS WITHIN THE SCOPE OF LINGUISTICS AND THE FEATURES OF GENDER-NEUTRAL SPEECH

Marat R. Loikov

Peoples’ Friendship University of Russia, Moscow, Russia

e-mail: marat2178@gmail.com

Abstract. Politics has enduringly been the common denominator behind the majority of global events for many centuries. The world’s politicians have greatly

relied on their communication skills to achieve a desired outcome in the political arena. English-speaking political figures are especially relevant in that regard, considering that English maintains the status of the global lingua franca.

In the current political discourse, diversity is held in the highest regard. The concept of gender is, in turn, considered to be a crucial diversity-related aspect as the field continues to be overwhelmingly male-dominated.

Even though the idea of gender has been thoroughly studied by numerous researchers, the extensive scope of this area within linguistics requires further investigation. Gender differences are inevitably represented in language. In contrast to a number of other major languages, English grammar tends to gravitate toward gender neutrality.

The relevance of this article can be attributed to the importance of politics in research. Politics provide the impetus for many global developments and are thoroughly studied by professionals in various fields, including linguistics.

This publication's objective is to analyze the speech of political figures with a focus on gender-neutral linguistic units. The materials used include written texts as well as video recordings. Qualitative analysis has been employed in processing the findings for this study.

As a result, the following conclusions have been reached:

1. Gender neutrality is an essential linguistic aspect, especially in fields such as translation or interpretation when gender is not considered important or must be overlooked.

2. Gender-marked grammatical forms are largely scarce in English, making English benefit from the use of gender-neutral forms.

3. One way to express gender neutrality in English is through androcentrism, the placing of the masculine above the feminine. However, this phenomenon is becoming increasingly unpopular and obsolete.

4. On some occasions, gender neutrality may prove to be impractical especially as far as a specific gender is concerned.

Keywords: gender marking, English language, politics, gender, politicians

LINGUIO-SOCIAL TABOOS IN THE DISCOURSE OF GREAT BRITAIN

Tatyana G. Stanchuliak.¹, Alina A. Redechkina²

^{1,2} Peoples' Friendship University of Russia, Moscow, Russia

¹e-mail: stanchulyak-tg@rudn.ru

²e-mail: 1032213601@pfur.ru

Abstract. The problem of taboo research in the linguocultural aspect as a means of communication is of particular scientific interest, since the possession of foreign languages is directly related to familiarization with the traditions, customs and culture of residents of another country. The ability to understand other people means not only speaking the same language with them, but behaving in accordance with their speech norms, respecting and understanding their culture.

Taboo language, which is understood as part of a language system in which communicative restrictions are used, always exists in a certain, isolated speech situation, taking into account the presuppositional background of communicants.

In the process of communication, taboos are often subjected to communicative linguistic transformations, which makes it possible to smooth out the above and sometimes even get rid of the negative effect, which in turn helps to establish the process of interpersonal and intercultural communication.

Linguistic interpretation and presentation of communicative taboos in discourse is aimed either at preserving and maintaining the concept, or at its violation and prohibition.

Taboo as a phenomenon has been considered by many scientists and has become the subject of scientific research.

Initially, in linguistics taboos were considered as verbal units, which are a ban on the use of certain words and expressions. Later, taboos began to be studied more comprehensively, and within the framework of communicative studies of the effectiveness of communication, it was determined that there are non-verbal ways of implementing taboos, as well as the division of taboos into various topics.

In scientific works, "taboo" has many interpretations and definitions, since it raises many questions. Despite the fact that almost all of them reflect the following meaning: taboo is a prohibition, scientists interpret them depending on various extralinguistic factors.

Keywords: taboo, taboo language, speech culture, communication

FOX ZOONYMIC COMPONENTS IN GREEK PAREMIOLOGY AND THEIR ENGLISH TRANSLATION EQUIVALENTS

Eirini Theodoridou

Peoples' Friendship University of Russia, Moscow, Russia

e-mail: eirinithéo03@gmail.com

Abstract. The purpose of the research is the analysis of phraseological units with zoonymic components in the Greek language and to identify the particular reason why foxes are so apparent in Greek folklore and oral tradition. To accomplish these goals, the following tasks were set: to specify the reasons why such proverbs and adages appear in Greek folklore; to determine their purpose; to distinguish the equivalent in the English language. The outlined tasks required the use of methods such as analysis and discussion on particular zoonymic components, comparative linguistic analysis in the English and Greek languages.

Throughout Greek paremiology animals take on human properties and anthropomorphic characteristics that outstrip them from their natural ones. They become symbols or incarnations of deities. They acquire moral status, while becoming protagonists of fairy tales and stories. They speak and give valuable life lessons. The faithful dog, the wise owl, the fiendish snake and the wild wolf are practically immortalised in Greek folklore, as they became archetypes and symbols of particular qualities, morals and ways of being.

But why choose specifically the fox? Even during the ancient Greek times, the fox was considered cunning. The resourceful and insidious animal recognises that it is unable to overpower an apex predator, and, respectively, people. Thus, it resorts to tricks and slyness. In various myths and fables the fox's cunning swells are far beyond the animal's natural tactics.

Keywords: proverb, zoonym component, paremiology, Greek language, English language

ANALYSIS OF THE “V-V” CONSTRUCTION IN THE RUSSIAN LANGUAGE

Li Yuhan

Lomonosov Moscow State University, Moscow, Russia

e-mail: liyuhan1995@mail.ru

Abstract. There is a Russian verb construction "V-V", which is more often used in communication, and its meaning cannot be fully derived from the combination of verbs, which creates certain difficulties for RFL students. Based on the theory of Grammar of Constructions, the article analyzes the special grammatical and semantic characteristics of the construction "V-V" in Russian, using descriptive methods. An in-depth study of the "V-V" construction will allow us to gain a more complete understanding of the construction in order to serve the teaching and learning of the Russian language. The "V-V" design has obvious compositional features: 1) a high degree of frame; 2) partial productivity.

The construction "V-V" as a whole is often formed as a composition, which consists of two identical personal verbal word forms, and such registration in orthography is usually conveyed by a hyphen between doubled verbal word forms. And it is productive to a certain extent, most verbs denoting specific actions can fill the position of the variable "V".

The main meaning of the construction "V-V" is an objective descriptive meaning, i.e. an objective description by the speaker of repeated or continuous actions that occurred in the past. But depending on the context and collocation used, the construction creates various variant values, which are divided into two types: 1) an excited value when the result is positive; 2) disappointed and surprised meaning when the result is negative.

According to the "principle of suppression", the construction "V-V" has a suppressive effect on the vocabulary being filled, which is reflected not only in the suppression of lexical meaning, but also in the suppression of grammatical meaning.

1) Suppressive effect in the aspect of the semantics of the verb: only verbs that can express continuous or repetitive meanings are allowed in the “VV” construction, therefore such types of verbs as verbs expressing an abstract meaning (with the exception of such verbs can derive concrete meanings), verbs, expressing the value of the result, and verbs expressing a static value cannot be included in the "VV" construction.

2) Suppressive effect in the aspect of the aspect of the verb: perfective verbs usually cannot be included in the “V-V” construction, but the only exceptions are

delimitative verbs with the prefix “po-”, the semantics of which do not contradict the general semantics of the “V-V” construction. Because verbs with the prefix "po-" themselves have a repeated-short-term meaning.

3) Suppressive effect in terms of tense of the verb: the variable "V" in the construction "V-V" must use the past tense form of the imperfective verb. However, the present tense of NSV verbs is sometimes allowed in the "V-V" construction, and at this time the present tense expresses the meaning of the past tense, it depends on the specific context.

Keywords: construction grammar, V-V construction, structure, meaning

EXPRESSION OF EMOTIVITY IN A CREOLIZED TEXT (BASED ON THE MATERIAL FROM THE SITUATIONAL COMEDY "THE YOUNG SHELDON")

Alyona Yu. Oborkina¹, Natalia M. Nepomniashchikh²

^{1,2}Peoples' Friendship University of Russia, Moscow, Russia

¹e-mail: 1032179065@rudn.ru

²e-mail: nepomnyashchikh-nm@rudn.ru

Abstract. The emotionality of expression in a creolized text depends on several factors: chronotope, genre, specifics of acting, etc. To analyze the text properly, it is necessary to know enough input data, which was mentioned above. To analyze the situational comedy "Young Sheldon", various methods of linguistic science were used: analysis, observation, identification of concepts. The objective of this work is directly related to the "unpacking" of the key characteristics of the polycode text for the expression of emotivity. The peculiarity of this work is the identification of gender, genre, structural features that affect perception. The conclusion, which is the key one, relates to the question of interpretation, from the point of view of denying the idea of the "death of the author", since the team of creators of the situational comedy almost deprives the viewer of the possibility of interpreting the material due to the unambiguity of events.

Keywords: creolized text, emotivity, situational comedy, verbality, nonverbality.

PERCEPTUAL ANALYSIS OF THE GEORDIE AND YORKSHIRE DIALECTS

Irina E. Kazakova¹, Anastasia V. Pykhtina², Anastasia A. Orshak³

^{1,2,3}Peoples' Friendship University of Russia, Moscow, Russia

¹e-mail: irina_komleva@inbox.ru

²e-mail: 1032212574@rudn.ru

³e-mail: 1032212578@pfur.ru

Abstract. The study focuses on English language learners' perception of the Geordie and Yorkshire dialects - two distinct dialects of Northern England. It presents certain peculiarities of the dialects' phonological and lexical aspects based on the learners' perception analysis of them. The research also expands upon the geographical features of the region and its historical development within the sociocultural reality of the subject explored. It aims to determine which of the

aspects hampers English language learners' comprehension most. By fulfilling the purpose, the study reveals some specifics about the way learners of English perceive dialectal varieties. Looking at the subject from perceptual dialectology perspective, its tools are employed to gain relevant information. In order to indicate the most complicated dialectal aspect for learners' comprehension, an experiment was conducted among bachelors of RUDN University. It is worth noting that the research participants' ability to speak English was at Upper-Intermediate or Advanced level. In the experiment, the participants were asked to examine authentic textual and video materials, containing the dialects' lexical and phonological features respectively. Furthermore, the learners were required to complete comprehension tasks afterwards, the results of which demonstrated their perception and understanding of the dialects' peculiarities. The method of statistics analysis was applied to assess the experiment results. Moreover, the features of the Geordie and Yorkshire dialectal aspects are compared, facilitating a comprehensive analysis of the results. In the article, tables and diagrams contain the data obtained from the experiment. They illustrate the scale of difficulty each dialectal aspect created for the learners. Upon evaluating the experiment outcomes, the most significant features of the dialects' phonological and lexical sides were outlined, based on various dialectical expressions, words, and salient characteristics of the Geordie and Yorkshire accents. Finally, the research results showed that the phonological side of both dialects complicated the participants' comprehension process more than their lexical aspect. These outcomes emphasised, as well as justified, some plausible reasons for the difficulty degree that each of the dialectal aspects has.

Keywords: perceptual dialectology, Geordie dialect, Yorkshire dialect, Northern England, English language comprehension

ANALYSIS OF THE LEXICAL-SEMANTIC GROUPS OF "ROYAL POWER" (IN THE CONTEXT OF THE TV SERIES "THE CROWN")

Olga V. Demina¹, Anna Sharma²

^{1,2}Peoples' Friendship University of Russia, Moscow, Russia

¹e-mail: demina-ov@rudn.ru

²e-mail: 1032192220@pfur.ru

Abstract. The article deals with the system description of lexical units in English. The author of the article tackles the lexico-semantic group "Royalty" and offers to perform a componential analysis of a lexical meaning of words which one of the sub-groups comprises. Such analysis allows to identify through structured sets of semantic features notions of dominant, local and general peripheries, similarities and differences in the analyzed language. The application of the componential analysis contributes to establish a lexical interaction based on semantic interrelations between words at the deep level because the minor components are not seen at the surface level. The interrelations between components can therefore yield the meaning enclosed at the surface level. The componential analysis is a way to getting into the deep surface structure of words through establishing semantic interrelations between words. This task enables the reader to find meaning in the possible

components words may have, and makes him/her checking it by logical inference that stands primarily on the utterance as source of meaning projection. The semantic analysis of words and word collocations related by the topic «Royalty» helps to establish a network of relations between terms and settles on a meaning that other semantic theories may not reach.

Keywords: the English language, lexico-semantic group, componential analysis

THE ENGLISH LANGUAGE IN THE CONTEXT OF TERRITORIAL DIALECTS DIVISION IN BRITAIN

Maria G. Bezrukikh

Peoples' Friendship University of Russia, Moscow, Russia

e-mail: maria.bezrukikh@mail.ru

Abstract. The article discusses the concept of "dialect", the main language levels of dialects, their classification and the emergence reasons of this phenomenon. The classification within the framework of linguistic dialects' geography are also considered. The relevance of this topic is explained by the need to study the English dialects dynamic development and their emergence in the context of the territorial variability high interest in the languages of Great Britain. The scientific novelty lies in the fact that the current research of the British English dialectal variability expands the understanding of the national languages diversity, adding new aspects in their formation systematization. The object of my research is the geographical expansion process of the English dialects variability in Great Britain, and the subject - social and territorial features of such variability. Therefore, the purpose of the survey is to present a systematic analysis of the current dialectic variants, identifying the prerequisites for the dialectical diversity of British English in the UK. This article is based on such research methods as: descriptive analysis, generalization in the field of dialectology, classification, sociological survey.

As a result of this study, the article analyzes such concept as a dialect, explains its role in the English society, provides the dialects picture of Britain as well as dialectal specifics of the south. Also, a sociological survey was conducted among bachelors at RUDN University to reveal the understanding difficulties of various southern dialects.

Keywords: British dialect, national accent, British linguistic geography, English language variability, territorial dialects division

INTENTION AND MANIPULATION IN POLITICAL DISCOURSE

Kamil Azer Ogly Guseinov

Peoples' Friendship University of Russia, Moscow, Russia

e-mail: hakamil97@mail.ru

Abstract. Due to the development of humanity and civilization, there is such a socially significant problem as communication. Communication is one of the most important human needs, so its role, as well as the study's relevance of communicative processes, can hardly be overestimated.

Communication as a way of transmitting information always implies the speaker's influence on addressees. When addressing this or that information that is significant in the addressee's opinion, the style of information transmission is selected, which in turn depends on the proposed situation. The suggestive component of communication involves the speaker's reliance on emotions. At the same time, emotions are interspersed in all communication styles in different forms and with varying degrees of severity.

At the time of receiving the message, the addressee, which can be either one person or a group of people, is the object of orientation. The text as a format for transmitting information carries a certain direction with a theme, meaning, emotional load, stylistic component, which allows the speaker to express his communicative intention. Thus, speech has not only the ability to display the inner state of a person, but also the ability to express the direction of actions. The carrier of emotions, which can also be called the subject of emotions, directs his/her speech containing emotionally colored words and stable phrases to the recipient with subsequent influence on his/her thoughts, behavior, in order to further encourage the addressee to the actions set by the addressee.

The article deals with the intentional side of speech through the actualization of hidden methods of manipulation on the examples of political discourse texts. The thesis is postulated that by linguistic methods the access to the intention is available through the analysis of the emotional and semantic component of the text, i.e. with the use of elements of emotional analysis. Communication always involves the provision of participants communication direct or indirect, planned or no impact on each other. The strategy of manipulation as a hidden psychological impact is based on the process of compensation of objectively rational arguments by their emotional simulacra. This observation makes it possible to determine the emotional and manipulative fragments of the text which express the intention of the speaker.

Keywords: intention; manipulation; official and business style of communication; emotiveness; strategy; tactics

TRACK 2 (MS Teams)
SESSION 2
(13.00-15.00)
(15.15-17.15)

INTERCULTURAL COMMUNICATION

Chair: Irina E. Kazakova, Institute of Foreign Languages, RUDN University (Russia), e-mail: irina_komleva@inbox.ru

PERSONAL-ORIENTED VS. STATUS-ORIENTED COMMUNICATIVE STYLES: BRITISH AND PERSIAN FAMILY SETTING

Neda Kameh Khosh

Peoples' Friendship University of Russia, Moscow, Russia

e-mail: kamekh_khosh_n@pfur.ru

Abstract. Politeness, in many perspectives, is a universal phenomenon. However, through several cross-cultural studies, it has been strongly endeavored to show that understanding of politeness as well as norms of politeness differ culture to culture (Culpeper, Haugh & Kadar 2017, Leech 2005, 2014, Leech & Larina 2014, Larina 2008, 2009, 2015, Reiter 1999, 2000, Sifianou 1992, among many others). Cultural values make communicative styles through which people find the way of constructing communication. The aim of this study is to illustrate how British and Persian cultural values shape the style of interpersonal interactions between parents-children and children-parents in the family setting. We analyse the norms and politeness strategies with concentrating on two speech acts of “addressing” and “requesting” which are regularly used through people’s daily interactions. The material for the study was collected from a discourse completion test (DCT) filled in by 120 British and Persian objects which are affirmed by our ethnographic observations. The obtained data has been analyzed based on (im)politeness theory, speech act theory, cross-cultural pragmatic and discourse analysis, research on identity construct and politeness influence on communicative styles. Established on our results, in British family, communicative styles in top-down (parents to children) and bottom-up (children to parents) contexts are direct, succinct and personal-oriented. Meanwhile, in Persian family, due to a high index of power distance in this culture, communicative styles are direct and succinct in top-down context and indirect and elaborate in bottom-up context. Our findings demonstrate that in Persian family, communicative styles in top-down context is status-oriented.

Keywords: politeness, communicative styles, personal-oriented, status-oriented

COUNTRY PROFILE IN NATIONAL GEOGRAPHIC

Andrei E. Levitsky

Lomonosov Moscow State University, Moscow, Russia

e-mail: andrelev@list.ru

Abstract. COUNTRY as a concept in travel-mediatexts within the English version of "National Geographic" is traditionally represented through the following slots: history, travel, science, flora and fauna. The main functions performed by those slots embrace education, persuasion, upbringing and entertainment.

The above concept is treated in "National Geographic" as an abstract notion related to a specific territory viewed through the prism of a traveller's mind. The reality represented deals with the correspondent's experience focusing upon the most conspicuous phenomena, that are absolutely different from their own nature, lifestyle, food, clothes customs and traditions. Thus "National Geographic" correspondents depict the way the nation lives and reconstruct their national identity. Thus a particular culture "stores" the country images in the magazine. Both geographic and cultural specificities highlight particular stereotypes as for nature, lifestyles, meals, clothes, customs and traditions. Thus the analysis undertaken reveals a system of the most evident political, social, economic, cognitive, mental, ecological and other images. A subjective view singles out local space and time perception to shape the image of a country or its specific regions.

COUNTRY as a concept exists both in static and dynamic forms to illustrate different spheres of society life, which reflect culture, nature and lifestyle.

The cultural development transforms the geographic space in the system of specific images. From the very start simple and rather primitive images related to applied aspects of the human activity represent the most vital society demands. Later on as a result of development of spiritual culture and arts create the real images of the country and its regions to satisfy the most transparent needs of the society.

Such approach can either destroy or build any stereotype functioning about those countries.

Keywords: publicistic discourse, country, concept

AN EFFICIENCY EVALUATION ON GENERAL ENGLISH COURSES AIMING AT CULTIVATING GLOBAL INNOVATIVE ABILITY

Yue Yanfeng^{1,2}, Shao Bo³, Alena E. Komleva⁴

^{1,3,4}RUDN University, Moscow, Russia, 1042218040@rudn.university

²University of Science and Technology Liaoning, China

¹e-mail: 1042218040@rudn.university

³e-mail: 1042218117@rudn.university

⁴e-mail: 1032212594@rudn.university

Abstract. In recent years, higher educational institutions in China have been answering national appeals to construct "New Engineering" talent cultivation, which advocate interdisciplinary and cross-disciplinary international cooperation and integration. Conventional general-shared curriculum has been examined and evaluated. The insufficiency for development of undergraduates' global competency has been detected among such curriculum in an engineering major oriented university in northern-eastern China, University of Science and Technology Liaoning (USTL).

This study aims to examine the efficiency of the conventional General English courses offered in USTL, an engineering majors oriented provincial university in northern eastern China.

The premise concept of this research topic is that English should retreat to the position of “communication tool” in the higher education stage on students’ academic ladders. Language is the clue to knowledge input and the medium of opinion output after critical thinking. The language and culture learning courses of undergraduate students, in “New Engineering” construction era, should take cultivating talents’ information literacy as the course’s or the course group’s teaching objective. Cooperatively, as an organic whole, English-delivered interdisciplinary courses are closely related to one another. The courses bring students into the information fields involved in international academic research circles.

There are three key questions are expected to be resolved in this reforming project, including the improvement in inter-connectivity between courses, the realisation of Decentralisation in teaching designs, and the induction of an On-Campus Internationalisation Indicator System. With the research methods of Literature Comparison and Qualitive Metasynthesis, questionnaire surveys, and in-depth interviews, the research and practice of this project have evolved into three aspects of conclusions.

Firstly, it is necessary to connect courses with a consistent teaching objective of values and ethics. Secondly, teachers’ role should be shifted from core motivator of the classes to managers of teaching resources. Finally, on-campus internationalisation removed the financial barrier to students from average-income families, granting all students an equal opportunity to experience international classroom and curriculum.

Keywords: on-campus internationalisation, higher education, multicultural classroom, cross-cultural communication.

LADINO LANGUAGE AT THE CROSSROADS OF CULTURES: CURRENT STATE AND PROBLEMS

Marina M. Raevskaya

Lomonosov Moscow State University, Moscow, Russia

e-mail: mraevskaya@gmail.com

Abstract. The LADINO language, otherwise called Jewish-Spanish, is a vivid example of intercultural communication between two ethnic groups, which is currently preserved not only as a historical heritage, but also as a cultural practice that has a symbolic meaning. Being the property of the Jewish and Spanish-speaking world, ladino is still a powerful means of legitimizing the symbolic unity of the representatives of this traditional community that has settled in new territories. For more than five centuries of scattered existence of the Sephardim since the First Diaspora (1492/1496), a certain tradition of understanding the language of their ancestors has developed among them, which continues in the modern consciousness

of their descendants and is firmly entrenched in both artistic and documentary narrative, which was developed in the broad geographical context of their residence. Currently, in the academic and artistic tradition, as well as in everyday life, various nominations of the Sephardi language are used (sefaradí, judeoespañol, ladino, español, españolico, españolit, judío, yídico, judezmo, haquetía/haquitía). In scholarly bibliography on the subject, the term Judeo-Spanish (judeoespañol) implies a heterogeneous dialect continuum that includes various geographic varieties. In addition, Ladino (as a name accepted in international communication) has a special status as a heritage of the entire Spanish-speaking world, in accordance with the historical, social and cultural context of its formation.

From the point of view of linguistic diachrony, initially colloquial Jewish-Spanish was formed as Koine based on the Castilian language as a result of mixing with various Romance languages and dialects of the Iberian Peninsula, and also, depending on the places of further settlement, with the languages of the Ottoman Empire and other local dialects. According to the definition of E. Coseriu (see: Soseriu, 1980: 113), Jewish-Spanish can be considered a historical dialect of Spanish, occupying the position of a secondary dialect along with Andalusian, Canarian and Latin American varieties of Spanish. Authors of contemporary studies on the status of judeoespañol in the Spanish diasystem argue that Hebrew-Spanish subsequently developed its own diatopic varieties with equal prestige, which "violates the fundamental unity of the Spanish language" (Quintana, 2010, p. 34), and, at least since the 18th century, has existed as a collection of linguistic varieties that differed significantly from Peninsular Spanish and formed outside the framework of the Spanish standard.

The report examines the current state and problems of the Jewish-Spanish language, its academic and conventional status, formats and promotion strategies, as well as the peculiarities of its positioning in the ethnic mentality of the descendants of Jews expelled from Spain and Portugal, who today represent the transnational traditional Sephardic community.

Keywords: Jewish-Spanish, LADINO, Sephardi

THE ROLE OF THE MEMES IN THE STRUCTURE OF MODERN INTERNET COMMUNICATION

Elena V. Karpina¹, Maria G. Yashina²

^{1,2}National Research University "Higher School of Economics", Moscow, Russia

¹e-mail: elenaespan@yandex.ru

²e-mail: m.yashina2010@gmail.com

Abstract. The present work analyzes the corpus of memes of language media content during the 2020 pandemic and respond why some memes become popular and long-lasting. Can a good mem overcome local boundaries? Do memes always appear spontaneously or are memes introduced intentionally? Is it reasonable that a meme can be identified with a cultural universal and be the main broadcaster of society and culture? In this work, the authors use a semiotic-linguistic approach, because a semiotic approach lets us understand how a sign transforms into a meme,

while a linguistic approach narrows the object of analysis to communication phenomena expressed both verbally and non-verbally and used for specific purposes. The main difference between a meme and other ways of representing information on the Internet is playing with the effect of mass character both emphasizing the globality of a process (with its subsequent positive or negative assessment) and indicating one's own belonging to something. That is, by users who satisfy both their internal needs and achieve the desired communicative response from the interlocutor with the help of a meme. In social networks, the meme becomes the main marker of the wide involvement of users in any process, therefore, memes can be deemed as the main way of transmitting information on social networks or a way to represent the opinions of various groups about political and social problems. The events of 2020 became a fertile field for the emergence of a huge number of memes, while the study conducted suggests that, despite the universality of the problem of the Covid-19 pandemic, national culture finds its manifestation in memes and determines the attitude of citizens to the situation. Analyzing the corpus of memes as a focal point of 2020 allowed us to identify culturally significant stereotypes and values in each linguistic community. The analysis shows that the meme plays a double role in the structure of modern Internet communication, and then such popularization of the meme leads to the fact that memes become an obligatory feature of communication of any community.

Keywords: memes, memetic space, media content, digital culture, pandemic

TYPICAL CHARACTERS OF RUSSIAN AND CHINESE FAIRY TALES

Li Hui

Peoples' Friendship University of Russia, Moscow, Russia

e-mail: hyerilihui@gmail.com

Abstract. In the paper, fairy tales are considered as repositories of cultural and universal human values that reflect people's views on the nature of good and evil. Thus, the study of fairy tales has important theoretical and practical implications for linguoculturology and linguoaxiology. Traditional values revealed through the behaviour of fairy tale characters are reflected in the present-day actions and motives of people. The paper considers and compares traditional characters of Chinese and Russian fairy tales from the perspective of moral and cultural values they represent. The purpose of the research is to reveal the cultural differences in Chinese and Russian mentalities through the analysis of Russian and Chinese fairy tale characters. The author analyzes the main characteristics of the Russian and Chinese fairy tale characters, such as their appearance, origin, background and deeds they accomplish. The main research method is the comparative analysis of folklore texts which includes the analysis of the text structure as well as linguistic means of describing folklore characters in Chinese and Russian fairy tales. The study shows that kindness, generosity, honesty, openness and sincerity can be considered the main values of the Russian culture, while the main values the Chinese fairy tale characters represent are kindness, bravery, self-sacrifice, integrity, justice. Thus,

some common features of the Chinese and Russian fairy tale characters were revealed, which testifies to some shared value orientations in Chinese and Russian cultures. Though both China and Russian have a unique, rich, diverse, and, at times, controversial history, the presence of shared cultural values reflected in their folklore can provide common grounds for mutual understanding and strengthening the relations between the two peoples.

Keywords: Chinese, Russian, fairy tale, cultural differences

STRENGTHEN CULTURAL AND ACADEMIC COMMUNICATION AND EXCHANGES BETWEEN CHINA AND RUSSIA

Qian Bai¹, Yi F. Cao²

^{1,2}Peoples' Friendship University of Russia, Moscow, Russia

¹e-mail: 1172403060@qq.com

²e-mail: caoyifan626@gmail.com

Abstract. Intercultural communication usually refer to the communication behaviors that occur between people from different cultural backgrounds. Since the 17th century AD, intercultural communication between China and Russia have a history of nearly four hundred years. With the introduction of the “Belt and Road” initiative, intercultural communication between China and Russia have reached a new level. However, during intercultural communication, different languages and cultures bring many obstacles to exchanges.

With the deepening of educational cooperation between China and Russia, universities have provided a multicultural environment in which, on the one hand, cultural communication have collided, and on the other hand, language practice has been used. In this context, obstacles to cultural exchanges still exist.

This article adopts the literature research method and the investigation method. It mainly expounds and analyzes the cultural differences between China and Russia in intercultural communication from three aspects, and gives suggestions for the integration of Chinese and Russian cultures.

The purpose of this article is to cultivate students' intercultural communication awareness and improve students' intercultural communication skills.

Conclusion: It is essential for both parties to strengthen mutual cultural understanding and understanding. Many examples have proved that the more communicators understand and understand the cultural similarities and differences between the two sides, the more likely intercultural communication is to succeed.

Keywords: China and Russia, multicultural environment, education, cultural integration

A COMPARATIVE STUDY OF "DRAGON" IN CHINESE AND AMERICAN LANGUAGES AND CULTURES IN INTERCULTURAL COMMUNICATION

Huang Yifan

Peoples' Friendship University of Russia, Moscow, Russia

e-mail: 285926370@qq.com

Abstract. In the context of the development of global economic integration, intercultural communication is gradually showing a trend of globalization. In intercultural communication, the differences in values between different countries and ethnic groups can easily bring obstacles to the communication between the two parties. At present, the United States and China are the two largest economic entities in the world, with frequent exchanges between countries. Language communication in a intercultural context not only needs to fully respect the culture and language system of the other country, but also needs to avoid misunderstandings caused by different cultural backgrounds in language communication. The 12 Chinese zodiac signs are Rat, Ox, Tiger, Rabbit, Dragon, Snake, Horse, Sheep, Monkey, Rooster, Dog, and Pig. The dragon is different from the other 11 real animals. It is imagined by the Chinese. Among many traditional cultural elements, it has risen to a cultural form representing China. The patriotic Chinese and overseas Chinese all over the world maintain a profound cultural identity with the domestic people: everyone is the descendant of the dragon. "Dragon" in the United States often symbolizes great power and is full of danger. Therefore, many Americans will misunderstand the connection between China and the dragon when they see the dragon element in Chinese culture. Therefore, it is necessary to study the "dragon" in the Chinese and American language and cultural systems from a intercultural perspective. This paper uses the method of literature analysis, comparative analysis and interdisciplinary research to explore the root of the Chinese and American "dragon" in language and culture; The differences between the American "dragon" and the following conclusions are drawn: 1) The meaning and image usage of the dragon in the Chinese language and culture system is very different from the American culture's cognition of the "dragon". 2) In terms of Chinese and American language, culture and translation, it is necessary to reposition and translate the "Dragon", so as to make the intercultural communication between the two countries more smooth and stable.

Keywords: intercultural communication, Chinese dragon, American dragon, language communication

MEANS OF REPRESENTATION OF THE CONCEPT "LOVE" IN ENGLISH SONG DISCOURSE

Alexander A. Batalov¹, Davlatbek N. Davlatov²

Peoples' Friendship University of Russia, Moscow, Russia

¹e-mail: batalov-aa@rudn.ru

²e-mail: 1032205307@pfur.ru

Abstract. The objective of this study is a linguocultural analysis of the means of representation of the concept of "love" in English song discourse. We have used such research methods as contextual analysis, semantic analysis, descriptive method, including observation, generalization, and interpretation. The theme of this article addresses such disciplinary areas of modern linguistics as linguoculturology, linguistics, ethnopsycholinguistics and linguoconceptology. Love is a feeling that every person experiences in their life; it is a concept that is

found in all cultures and languages. That is why the study of the concept of "Love" plays an important role in English linguoculture and it is valuable for linguistic theory in terms of identifying and stating linguistic, axiological and lexico-semantic aspects of the concept of "love", reflecting both general and ethnospecific cultural and historical features of the formation of national images of the world. The relevance of the theme is due to the increased interest of modern linguists in the problems of the relationship between language and culture, the impact of language on a person's worldview, and the linguistic picture of the world. Many researchers emphasize the relationship between an individual's native language and his worldview. For this reason, various culturally significant concepts, which carry a large amount of information about native speakers of a particular language: national character, ethnographic information, cultural features, are being investigated. The research is devoted to the study of the concept of "love" through the prism of modern English-speaking musical culture. To describe the modern linguistic and cultural specifics of the concept of "love", we have selected and systematized lexical means of expressing the concept of "love" in the texts of modern English-speaking musical performers. Various approaches to the description of concepts are considered. The concept of "love" in the English language picture of the world is presented. The nominative field of this concept is briefly described. Based on semantic and contextual analysis of text fragments, we concluded that love is the most significant feeling in the circle of value orientations of native English speakers; the concept of "love" in the minds of native English speakers can include the widest, sometimes mutually exclusive meanings in its content; the content of the concept presents not only national cultural specifics, but also more universal signs of love, reflecting the emotional and sensual state of any person outside of time and nationality.

As a result of the study, we have compiled a semantic classification of the lexical means of representation of the concept of "love".
Keywords: concept "love", linguoculturology, linguistic consciousness, lexical means, song discourse

COMPARATIVE ANALYSIS OF RUSSIAN AND CHINESE EDUCATIONAL SYSTEMS AT THE CURRENT STAGE

Alena E. Komleva¹, Yue Yanfeng²

Peoples' Friendship University of Russia, Moscow, Russia

¹e-mail: alyona.komleva@inbox.ru

²e-mail: 1042218040@rudn.university

Abstract. The article presents the identified general trends, characteristics, and comparative analysis of education systems in Russia and China on the basis of official educational programs and standards, as well as a set of principles, determining the education system functioning, and overview of theoretical background surveys. The differences in Russian and Chinese approaches are carefully analyzed regarding successful implementation of educational goals. Thus, the article aims to examine preschool, school and higher education in both countries

considering the system's structure, responsibilities of students and their attitude to education. The methods of descriptive and comparative analysis are used to evaluate the data over two systems. The survey results have confirmed that within similar educational systems, the significant differences exist in higher education in contrast to the primary and secondary levels, where no significant discrepancies are revealed. Russia has focused its development within a personality-centered education system, while China has acknowledged its path of a collective learning system. The data may be crucial to avoid obstacles and develop mutual understanding in cooperation with China at the international level in the education field.

Keywords: Russian education, Chinese education, higher education, secondary education, preschool education.

POLITICAL DISCOURSE IN RUSSIAN, ENGLISH AND ARABIC

Lama Dahi

Peoples' Friendship University of Russia, Moscow, Russia

e-mail: lamadahi81@gmail.com

Abstract. The article is devoted to political discourse in Russian, English and Arabic. The article aims to identify similarities and differences in the use of lexical, phraseological, and stylistic features of political discourse in three linguistic and cultural environments based on the analysis of the speech of their political leaders: Russian, Arabic and English. The article provides a detailed analysis of the speeches of politicians belonging to different linguistic and cultural spaces: some rulers of Arab countries and their speeches during the so-called "Arab Spring", an interview with Tony Blair in which he talks about Brexit, as well as a speech by Vladimir Putin at a large conference in 2014, in which the current political and economic situation was discussed. The analysis of the speeches was carried out by the continuous sampling method. The article highlights some linguistic means through which the inner message of the messages of these statesmen is expressed. The results of the study were conclusions regarding the general strategy of using language tools in the speeches of these politicians. In these examples we see the most emotional message in the speeches of Arab leaders. Here we see the desire to "unite" with the people, to become one family, where the speaker is the "father», and the people are his "sons" and "daughters".

A contrastingly opposite situation is observed with the Prime Minister of Great Britain. He is not trying to act as the father of the people, only as a person who is responsible for the political life of the country. In his speeches, he tries to appeal not to the feelings of the audience, but to considerations of their personal benefit. In the speech of the Russian president, we see how he clearly distinguishes "his" and "strangers", and speaks on behalf of the party, using exclusively the plural of personal pronouns of the first person. Here he appeals more to the interests of the country, clearly not talking about what role the people play in the political process.

Keywords: political discourse, speech analysis, foreign languages

NATIONAL IDENTITY IN THE ONOMASTIC SPACE OF KAZAKHSTAN

Gulmira B. Madieva¹, Aiyim Kabytaeva²

^{1,2}Al-Farabi Kazakh National University, Almaty, Kazakhstan

¹e-mail: gbmadiyeva.kz@gmail.com

²e-mail: a.kabytayeva@gmail.com

Abstract. Proper names can be important markers of national identification. Of these, first of all, in this respect, personal names, surnames of people, as well as geographical names attract themselves. Currently, new trends and directions in the study of onyms are emerging, due to the expansion of intercultural communication, the phenomenon of globalization and, as a result, new approaches to their study. In the conditions of co-functioning of different ethnic groups on the territory of multilingual Kazakhstan, onyms have undergone a number of semantic and structural changes. This report is devoted to the study of the results of globalization and the reflection of national color in the names of residential complexes in Kazakhstan. It is very important to pay attention to onomastic identity, which is realized thanks to oikodomonyms, which contain valuable and rich ethnolinguistic and historical information and are the conductors of national identity.

Keywords: intercultural communication, onomastic space, national identity

TRACK 3 (MS Teams)
SESSION 3
(13.00-15.00)

TRANSLATION, TRANSLATION STUDIES, INTERPRETING

Chair: Yury A. Muravev, Institute of Foreign Languages, RUDN University (Russia), e-mail: muravyev_yua@pfur.ru

TRAINING IN TRANSLATION SOLUTIONS: MANAGING THE BASE OF CREOLIZED TEXTS AS A METHOD FOR OPTIMIZING THE TRANSLATION PROCESS

Alla H. Guseva

Russian State University for the Humanities (RGGU), Moscow, Russia
e-mail: allahanafievna@gmail.com

Abstract. At the present stage of development of information technologies, the profession of a translator integrates the professional competencies of a terminologist, lexicographer, editor, layout designer, web designer, programmer, editor of audio and video materials, and others related to the processing of various formats in the information space and their placement on the network.

Due to the fact that employers impose the above requirements on graduates of linguistic universities, at the Institute of Linguistics of the Russian State University for the Humanities, the discipline «Computer Science and Information Technologies in Linguistics» is included in the educational program of higher education «Linguistic support of international relations», one of the educational modules which is devoted to the linguistic processing of creolized texts.

The article considers a method for optimizing the translation process when working with corpora of creolized texts; the principles of competent construction of the architecture of the database management system (DB) of text projects are given, as well as the types of DB and computer tools that provide a comprehensive educational process are analyzed.

The subject of the study is a method for optimizing the translation process through DB management.

The purpose of the study: to present the basic principles for the development and management of databases of creolized texts (DBCT); to formulate the main provisions of the method for optimizing the translation process by means of DB management from the standpoint of professional translation activities.

The research methodology consists of: comparison method and comparative analysis – a method for optimizing the translation process through DB management was developed on the basis of a comparison of two types of DBCT and an analysis of their functionality; system method – the database architecture and the text corpus are considered as a single system that requires the coordination of the actions of the teacher and students in the process of translation and the correct distribution of time.

The term «creolized text» in computational linguistics means a text of a mixed type, containing verbal and non-verbal components. In accordance with the types of non-verbal components included in the structure of the CT, the student develops a database in the format of a text corpus. The main parameter for building the architecture of a particular text project is the chosen topic, taking into account the formats of non-verbal components included in the structure of the corpus (graphics, illustrations, audio, video and other formats).

As a result of the study, the following conclusions were formulated:

1. The indisputable advantages of the DBCT management method for conducting translation activities with large projects can be considered: continuous access, simple data distribution, stability of the basic infrastructure, expansion through additional modules.

2. The use of DBCT in teaching translation brings the educational process closer to practical professional activities, and the management of authentic CT allows you to reduce the time of search activity, optimize the assimilation of foreign language information, improve communicative competence, and, as a result, increase motivation to master translation technologies.

Keywords: method for optimizing the translation process, database architecture, creolized texts, DB management, corpora of texts.

DIDACTIC POTENTIAL OF A.P. CHEKHOV'S MULTILINGUAL PARALLEL CORPUS OF TRANSLATIONS IN THE TRAINING OF TRANSLATORS

Galina E. Kedrova¹

Sergey B. Potemkin²

^{1,2}Lomonosov Moscow State University, Moscow, Russia

¹e-mail: kedr@philol.msu.ru

²e-mail: prolexprim@gmail.com

Abstract. Despite the fact that multilingual parallel corpora of various types of texts have recently moved to the center of the study of translation strategies, rare translator training programs include in the educational process of students the formation of appropriate competencies for effective work with the existing parallel bilingual and multilingual corpus resources. Project of the Faculty of Philology of Moscow State University "Multilingual Parallel Corpus of Translations of A.P. Chekhov" allowed to integrate into the educational process the Faculty of Philology of Moscow State University named after M.V. Lomonosov, basic knowledge about the structure and mechanisms of the formation of parallel multilingual corpora, using the principle of "learning by doing" ("learning by doing"). Over the course of several years, as part of an educational computer practice, we attracted more than 200 students studying at the Romano-Germanic department, who made corrections to the results of automatic alignment of paragraphs, sentences and words in different translations of A.P. Chekhov into English, German, French, Spanish, Italian, Portuguese, Danish, Norwegian and other languages. Chekhov's translations for the practice assignments were taken from various sources available on the Internet, including Project

Gutenberg resources, Google-books database, university library websites, and publisher websites; popular online libraries and text databases; private literary collections of digitized works of the writer. As a result, students got the opportunity to get acquainted with the translation strategies used in the transfer of vocabulary and emotional content of the works of A.P. Chekhov in translations into different European languages, to identify errors and shortcomings in existing translations, to analyze their possible causes. In their reports on the work done, students noted the typical features of the translations of individual sentences, reflecting the difference in the perception of the text by different ethnocultural communities, and systematized relevant and effective translation techniques that allow overcoming interlingual and intercultural restrictions. In addition to successful translation strategies, which are often cited in translation studies as "translation universals", the analyzed translations also revealed unmotivated distortions of the original text - in particular, lexical and syntactic lacunae that interfere with the perception of the author's intention, as well as stylistically unjustified additions made by the translator to author's text. It is noted that such changes in the original author's text occur regardless of the target language, which also allows them to be classified as "universal" models of translation behavior – "patterns of patterns in translators' behavior" (A Chesterman). In a number of contexts, such distortions may be associated with insufficient qualifications of the translator, but in some cases they may indicate the recommended strategy adopted in a particular translation tradition and learned by the translator.

Keywords: parallel corpus, literary translation, A.P. Chekhov

THE INFLUENCE OF CULTURAL AND PRAGMATIC FACTORS ON CHINESE NETWORK NEOLOGISMS TRANSLATION

Ma Jiaqi

Peoples' Friendship University of Russia, Moscow, Russia

e-mail: 1119623392@qq.com

Abstract. The paper, which employs a great number of example as a support for the main argument, is devoted to the study of cross-cultural communication and pragmatics of Chinese network neologisms translation into English, with a view to revealing some factors that influence the translation of Chinese network neologisms and addressing potential problems that may arise in the translation of Chinese neologisms. In this paper, we also explore translation methods for neologisms of Chinese networks into English.

As China's national power expands, it is becoming more integrated into the international society through politics, economy and culture. In addition to entering the WTO, China held the 2008 Olympics in Beijing and the 2010 Expo in Shanghai. China's international standing has been boosted by these international contacts. China needs to strengthen the communication and exchanges with other nations in order to achieve universal understanding as a result of its rise in status. We Chinese must share the history and culture of China to foreign countries to showcase China's

time-honoured history and preeminent culture. The translation work played a significant role in this process.

Culture and language are mutually influencing factors. Culture is expressed through language as well as reflected in it. Network languages are no different from any other languages. Language forms and features are determined simultaneously by culture. The word is the most important part of language and the most active cultural information reflector. In the words of a nation are manifested matters related to a nation, such as its physical environment, social structure, and spiritual belief. Translators should place a particular emphasis on the translation of vocabulary with Chinese characteristics when introducing the culture of China. These neologisms are used to describe the latest phenomena, things, and events in China. Foreigners need to be introduced to Chinese network neologisms. Taking into consideration the cultural and pragmatic factors that influence the translation of Chinese network neologisms is the first step toward making foreigners understand Chinese network neologisms clearly.

The purpose of this paper is to explore the cultural and pragmatic factors that influence the translation of Chinese network neologisms. As part of the research, the author uses a qualitative approach. Statistical analysis, case studies, introspection, and interviews are the main methods of collecting data. As a result of this thesis, the author hopes to provide some assistance to translators, thus improving the quality of their work.

Keywords: Chinese network neologisms translation(CNNT); cultural factors; pragmatic factors, loan words, slang

TRANSLATION STRATEGIES IN ONLINE LEGAL ENGLISH TEACHING

Yury A. Muravev

Peoples' Friendship University of Russia, Moscow, Russia

e-mail: muravyev_yua@pfur.ru

Abstract. The paper is a preliminary attempt to organise considerations related to using three translation strategies in legal English teaching at the higher education level. The advantages and limitations of three relatively effective legal translation strategies (pragmatic communicative translation, surface structure analysis and foreignisation and domestication) are described. As part of the study, the author summarises the results of semi-structured interviews and anonymous surveys of five groups of students whose legal translation proficiency was tested using authentic legal documents. It is assumed that classroom teaching of the theoretical framework of translation studies to non-linguists might improve the students' quality of Russian-English legal translation.

The curricula of modern law schools have no in-depth courses dedicated to the morphology and grammar of legal English. Instead, they are focused on the acquisition of a minimum expertise level that is necessary for oral and written professional cross-cultural communication with lawyers from common law jurisdictions who are usually native speakers of English.

An adequacy standard would be that the lawyers from the target language jurisdiction would grasp how the original readers of the text understood and possibly reacted to the legal document. A maximal standard for translational adequacy would require that the translation fully conveys the general sense of a document following the author's intention in a given situation of professional communication. Among the various translation strategies used in legal English translation, three are handy for a foreign language teacher due to their relative effectiveness and practicality: pragmatic communicative translation, surface structure analysis and foreignisation and domestication. This paper explores the theoretical elements of translation studies that may be included in a standard legal English course, researches how to implement three basic translation strategies within the task-based approach to second language acquisition and assesses the applicability of the strategies in a classroom learning environment.

As part of the study, the author summarises the results of semi-structured interviews and anonymous surveys of five groups of students whose legal translation proficiency was tested using authentic legal documents. It is assumed that classroom teaching the theoretical framework of translation studies to non-linguists might improve the students' quality of Russian-English legal translation.

Keywords: legal English, legal translation, second language acquisition, English for specific purposes

SOME ASPECTS OF TEACHING CHOUCHOTAGE WHISPERING SIMULTANEOUS TRANSLATION

Ekaterina K. Vyunova

St. Petersburg State University, St. Petersburg, Russia

e-mail: kate.vyunova@list.ru

Abstract. St. Petersburg State University's Department of English Philology and Translation, where the present author belongs to, has been providing instruction in chouchotage whisper interpreting since 2009, within the framework of our specialized MA programme called Simultaneous Translation: The English Language. Over the years, considerable teaching experience has been accumulated, coupled with the method we evolved and tested, both of which we would be privileged to share with the professional community.

The methodology we evolved for the chouchotage project is fully consonant with the musts of learner autonomy. Just the doing of the assignments described below practically guarantees learner autonomy, for it is the student who is responsible, to a large extent, for the choice and presentation of the course materials.

To prepare for each class, the students are given homework assignments – to explore, entirely on their own, a theme specified by the supervisor, gathering as much background information as possible to facilitate their future interpreting process, information hunts of this kind being part and parcel of the professional interpreter's "rehearsal" for the job in hand. Themes are selected from within the context of most topical political or public developments, the supervisors focusing the students' attention on the importance of their ability to single out the key global developments

and to build up a sufficient awareness of their context, which may come in handy for work of any description.

Besides, the assignment includes writing a glossary -- listing, at the student's discretion, the more general or more difficult frequently used vocabulary items within the scope of the theme prescribed. The objective of this part of the assignment is to develop a skill at compiling a thematic glossary, a must for work as interpreter. In addition to this, each student is given an extra task in the form of a less general subject within the theme: they are asked to prepare a text appropriate for classroom use as a chouchotage interpreting practice exercise. They may opt for a news item or any other text in the style of public journalism from any source, adapting it if necessary to match the objectives of the lesson. The translator-to-be supplements his text with a still more specialized vocabulary list confined at their discretion solely to indispensable pinpoint particulars – mainly such things as obscure, lesser-known terms and names of organizations. The other students are given an opportunity to scan the list before doing the exercise, which is aimed, on the one hand, at brushing up chouchotage skills in a setting verging on a real situation and, on the other hand, focused on improving the trainee's discourse skills under the stress of maintaining an adequate rate and volume of speech.

Let us repeat that all chouchotage training texts, whether selected by the supervisor or by the students, are usually adapted for the purpose: they are honed and simplified to linear syntactic structures. Owing to this, the trainees' assignments are easier to do as they are in keeping with their proficiency levels. At the same time, those texts are not in the least primitive, are invariably topical thematically and enable the trainee to try different means for solving the problems handled, including a skill to deal with numerical information.

In the chouchotage training, we make an intensive use of a role play. The students who performed the two-way whispering interpretation analysed in this article did so in a setting so closely approximating reality that even the inevitable noise interference was a real factor; the part of the listening client was played by a professional bilingual interpreter invited or by an English teacher if no invitee was available; with even extraneous noise interference present in the room, coming as it did from the other students engaged in conference interpreting the same text inside the specially equipped booths installed in the same room. The student playing the speaker's part reads the text out loud into the microphone belonging to the specially equipped master station of the conference translation laboratory, which also imitates the real setting in which chouchotage interpreting usually takes place.

The initial stages of chouchotage training are accompanied by a thorough critique of renderings of pinpoint information, both erroneous and successful examples thereof.

**"DIPLOMATIC NOTE" IN THE PROCESS OF FORMING THE
TRANSLATION COMPETENCE OF A PROTOCOL OFFICER**
Maria D. Churganova

Peoples' Friendship University of Russia, Moscow, Russiae-mail:
maria_churganova@mail.ru

Abstract. According to the author, translation is an essential component of a protocol officer's professionalism and has its specifics. Moreover, it requires a specially developed methodology for its formation (Churganova M.D., 2020). The author suggests including diplomatic discourse genres typical for a protocol officers' activity in the methodology content. For this purpose, the author analyzed the diplomatic discourse and marked the protocol discourse. The analysis identified the discourse's genres at the level of the communicative situation.

The author identified oral: diplomatic talk, briefing, opening remarks, speech, debates, gentleman's agreement, diplomatic commentary, interview, communique, consultation, negotiations, preliminaries, press conference, telephone conversation, harangue and written genres: application form, website, credentials, business card, dispatch (telegram), diplomatic note, diplomatic letters, treaty, statement, covert card, memorandum, normative legal documents, review, postcard, report, aide-memoire, plan, invitation, programme, procedure, memo, guest list, seating plan, ultimatum, accounting documents, private letters of a semi-official nature typical in a protocol officer's practice. However, it is impossible to include all the selected genres in the developed methodology to form translation competence for protocol officers. Therefore, the author surveyed protocol officers, which allowed them to identify the nomenclature of the most common genres in their activities and caused difficulties in understanding and drafting protocol documents. As a result, the author obtained the following list of diplomatic protocol discourse's genres: harangue, speech, negotiations (oral genres): diplomatic note, invitation, programme (written genres). The author recommends them forming the protocol officer's translation competence.

In the article, the author pays special attention to the "diplomatic note" genre, which causes significant difficulties for protocol officers in understanding and analyzing for further compilation of protocol documents. A protocol officer needs to consider the purpose of the statement, the communicative situation, the characteristics of the sender and recipient, the information's presentation style, the additional information and documents (in native and foreign languages). These aspects may cause difficulties in understanding and compiling the document. Knowing the specific characteristics of this genre will allow future protocol officers correctly understand the main content, select the necessary information, analyze and competently create the diplomatic protocol's document. The author proposes to include the genre of diplomatic note in the methodology of forming students' translation competence. The contextual approach will bring the learning process close to actual professional conditions.

The author used theoretical and empirical research methods.

Keywords: translation competence, protocol officer, diplomatic discourse genres, diplomatic note, discursive analysis

TRACK 4 (MS Teams)
SESSION 4
(13.00-15.00)
(15.15-17.15)

**LINGUISTICS AND THE HUMANITIES – INTERDISCIPLINARY
APPROACHES IN RESEARCH AND TEACHING**

Chair: Anita T. Biswas, Institute of Foreign Languages, RUDN University (Russia), e-mail: bisvas-at@rudn.ru

MAKING USE OF ONLINE WRITING TOOLS TO SUPPORT GENRE INSTRUCTION ON RESEARCH WRITING: EVIDENCE FROM RUSSIAN EFL LEARNERS

Vera A. Dugartsyrenova

National Research University Higher School of Economics, Moscow, Russia
e-mail: delvein2@gmail.com

Abstract. As higher education Russian institutions seek to increase their international presence, teaching the skills of writing publishable academic texts becomes key to fulfilling this strategic goal. Due to limited instruction hours and the need to extend learners' writing experiences both within and beyond the classroom space, some English for Academic Purposes (EAP) courses combine genre-based classroom instruction with online writing tools. However, despite the growing evidence that these tools support L2 learners' writing process (Chang & Kuo, 2011; Dugartsyrenova, 2020; Lin, Liu, & Wang, 2017), there is a dearth of research on L2 learners' actual writing outcomes from using these tools. This is especially true of less represented writing genres, such as research proposals. This study explored the extent to which an online writing tutor—i.e., The Online Academic Writing (OAW) tutor—enhanced classroom genre instruction in an undergraduate course on research proposal writing for novice L2 writers.

To determine the effects of using the tutor, draft Introductions from two groups of students taking the course were compared. One group used the OAW tutor as an out-of-class complement to classroom instruction (OAW group) while the other did not (non-OAW group). Both groups' texts were linguistically analyzed for evidence of lexico-grammatical accuracy and presence of appropriate discourse moves. These data were then triangulated with the OAW group's online engagement with the tutor. The results indicated that classroom instruction promoted the acquisition of genre-related discourse elements as both groups were equally able to appropriately use and sequence these elements after receiving instruction. Yet, the experimental group outperformed the control group with respect to lexical and grammatical accuracy. Students' high online engagement suggests that the OAW tutor helped raise awareness of and consolidate language-related aspects of genre instruction. This finding underscores the potential of digital tools to support and promote L2 learners' writing development.

Keywords: online writing tools, genre instruction, undergraduate-level research proposals, novice L2 academic writers

INTERDISCIPLINARITY IN TEACHING A FOREIGN LANGUAGE TO PhD STUDENTS

Maria V. Druzhinina

Northern (Arctic) Federal University named after M.V. Lomonosov, Arkhangelsk, Russia

e-mail: m.druzhinina@narfu.ru

Abstract. The interdisciplinary approach to teaching a foreign language (FL) to PhD students retains its high level of relevance, since the discipline "Foreign Language" is studied in order to form scientific and linguistic competence in the natural sciences, humanitarian, technical and other areas of training of highly qualified specialists. In accordance with this, interdisciplinary materials are always in demand, with the help of which it is possible to achieve this goal. In the process of studying a foreign language, PhD students solve the problem of expanding academic, linguistic and intercultural competencies. This development process is focused on repetition of the known and acquaintance with new materials in the scientific field of activity.

The report presents the concept of the textbook "Deutsch für Doktoranden und Wissenschaftler". The main ideas of the textbook are aimed at: the development of communicative competence, the presentation of relevant information; application of interdisciplinary and pragmatic approaches; support for intercultural communication; motivation for practice-oriented and creative activity in the interaction of language, culture and science. The study of German for scientific purposes is accompanied by the principles of active communication, targeted training and creative activity. The proposed topics are modular and relevant for all areas of postgraduate training: First contacts; German scientists yesterday - today - tomorrow; German for the future; Development of media competence - creating a presentation; Participation in seminars, conferences and congresses; Lifestyle in Germany. The course content covers the language competence of PhD students from level A1 - A2 to level B1 - B2. The sixth part contributes to the development of knowledge at the C1 - C2 level and motivates work oriented towards intercultural interaction. Each topic is autonomous and offers practice-oriented tasks. This means that at the end of each thematic block, postgraduate students complete creative tasks that are stored in the scientific and language electronic portfolio of future scientists: a business card, an application for a grant / scholarship, an online application form for participation in the conference, a biography compiled according to international requirements, abstracts, scientific report and other "scientific products" necessary for scientific interaction, contacts, cooperation and the implementation of scientific goals.

The concept of the manual was developed by Dr. M.V. Druzhinina and Ph.D. G. Zieten. The textbook was tested in the classroom with graduate students at the Northern Arctic Federal University (NArFU, Arkhangelsk, www.narfu.ru) in 2010-

2017. The manual has electronic and printed versions, presented on the official website of the Doctor of Philosophy. G. Ziethen <http://www.gabrieleziethen.de/Northern-Arctic-Federal-Univ>.

In 2018, the manual became a diploma winner of the All-Russian competition "The Best Electronic Educational Edition" and is actively used in teaching the discipline "Foreign Language" to graduate students of NArFU. In 2022, the manual was presented at the All-Russian online exhibition "Virtualika" of the federal universities of Russia https://narfu.ru/virtualika/safu/?ELEMENT_ID=364463.

Keywords: interdisciplinarity, scientific and linguistic competence, practical applicability

DIALOGUE MOVE ANALYSIS IN THE ENGLISH AND RUSSIAN THERAPEUTIC DISCOURSES

Olga Babina¹

¹South Ural State University, Chelyabinsk, Russia

¹e-mail: babinaoi@susu.ru

Abstract. The paper deals with discourse analysis of dialogues in the therapeutic discourses. The research objective is to find the universal and distinct features of the English and Russian discourses in terms of the manifestation of communicative move types. The research layout comprises the stages of collecting corpora, decomposing the clauses into communicative moves, dialogue move annotation, processing statistical data on move type distribution and drawing the conclusions based on the comparison of the English and Russian discourses. The annotation scheme includes labelling both the form (sentence types) and the intent of the move. The corpus-based data analysis demonstrates that the most frequent pairs of form/intent classes of the communicative moves and, vice versa, never or almost never used combinations of form/intent classes, are alike in both languages. However, the quantitative distribution of the classes among the speech acts produced by therapists and clients, specific formal ways to express various intents differ in the analyzed discourses. In addition, the discourses differ in the function that exclamatory and interrogative sentences perform. Corpus data also show that Russian therapists are more prone to explication of the client's state, while English-speaking physicians tend to make use of the strategy of active listening rather than that of edification. The research results may be of use for psycholinguistic analysis of approaches to therapy within the framework of English- and Russian-speaking discourses; they may be helpful for constructing knowledge bases for text mining as well.

Keywords: dialogue, communicative move, intent, conversation analysis, therapeutic discourse

THE IMPACTS OF INTERDISCIPLINARY DIVERSITIES ON THE LANGUAGE ACQUISITION DOMAIN

Elena S. Orlova

Lobachevsky State University of Nizhny Novgorod, Nizhny Novgorod, Russia

e-mail: orlova_es50@list.ru

Abstract. The development of modern research has notably been marked with fuzzy borderlines between different fields. Language acquisition appears to be more subject to the influence of coterminous sciences due to its specificity. The diffusion of the LA domain is stipulated by a loosely delineated subject of the discipline. The subject matter of LA is duly associated with linguistic content that is to be reduced to language use within the domain. Language use is inextricably linked to innate mental operations of the speaker, which involves a complicated set of cognitive strands. Language cognition eventuates in the development of the speaker's capacities that again goes back to the knowledge of a language constrained by the performance the individual is able to manifest in the form which reliably causes certain inner processes and responses in the hearer. Behaviorally grounded communicative intentions of the speaker and the hearer are constrained by social factors and conditions. The premises given reproduce the state-of-the-art in the field under consideration. The LA domain is traditionally represented as a tightly intertwined arrangement of varied entities functioning on the edge of a number of coterminous or associated disciplines and borrowing a lot from their methods and terms. That is why most research on the LA issues is inevitably biased towards a particular aspect, with linguistic, cognitive, behavioral, computational or other facets prevailing. It is for this reason that explorations into the LA are predominantly cross-sectional studies avoiding overall longitudinal conclusions. The problem of LA real integrity is seldom, if ever, considered, and up until now its domain delineation has stayed an open question. One way to resolve the problem is to determine a universal productive unit of language learning encompassing the properties induced by adjacent realms but conceptually and functionally belonging to the LA domain. There have been proposed a few building blocks potentially capable of functioning as learning units, their scope ranging from phonemes to full sentences. A research method of universal unit validity assessment establishing properties of language acquisition per se is introduced and argued.

Keywords: language acquisition / LA, communicative premise, LA domain integrity, learning unit

ANALYSIS OF ONLINE TEACHING OF INTERCULTURAL COMMUNICATION UNDER THE EPIDEMIC SITUATION

Yifan Cao¹, Qian Bai²

^{1,2} Peoples' Friendship University of Russia, Moscow, Russia

¹e-mail: caoyifan626@gmail.com

²e-mail: 1172403060@qq.com

Abstract. The “New Crown Pneumonia Epidemic” has forced intercultural activities in countless countries and regions to quickly switch from offline to online, and various educational and teaching activities are carried out through terminal devices such as computers and mobile phones. In this context, in order to solve the real-world problems and development dilemmas that arise in online teaching, based on the different thinking styles, living habits and value orientations of various

countries, starting from intercultural communication, the two teaching modes of “traditional teaching” and “online teaching” are compared, studied and analyzed: 1) Analyze the advantages of offline teaching over traditional teaching in the context of the epidemic. 2) Analyze the role of online teaching and traditional teaching achievements in the context of the epidemic on the cause of intercultural communication education.

This article uses a comparative analysis method to conclude that the two teaching methods have their own advantages, but in the context of the epidemic, the online teaching model has a greater positive impact on intercultural communication.

The research results show that:

1. In terms of curriculum content, high-quality teaching resources at home and abroad have been effectively utilized

2. Unlike traditional teaching, online teaching is not affected by location and space in terms of teaching methods, and is more flexible and diversified.

The purpose of this article is to enhance intercultural communication and provide reference for future cultural communication in the world.

Keywords: New Crown Pneumonia, intercultural communication, online teaching, existential problems, coping strategies

ARTIFICIAL INTELLIGENT EDUCATIONAL ROBOTS IN THE DIGITAL AGE

Wang Shixian

Peoples' Friendship University of Russia, Moscow, Russia

e-mail: 1042208094@pfur.ru

Abstract. As the process of educational informationization continues, the issue of how to connect information technology with teaching has emerged as a critical direction in educational development. Information technology advancements have had a tremendous impact on the transformation of teaching methods, and the use of information technology in the classroom is a critical instrument under the new curriculum standards. The appropriate integration of information technology and digital teaching, as well as the use of information learning resources, promote the development of new talents who have a feeling of exploration and creativity.

Artificial intelligence (AI) is becoming more prevalent in industrial and medical applications, and the widespread use of online education illustrates the scale of the AI market.

As technology progresses, traditional teaching is undergoing significant changes, and more personalized and intelligent instruction is being investigated.

Artificial intelligence technology is the most recent advancement in IT-assisted teaching. Educational robots, as intelligent devices, are typical examples of artificial intelligence technology applied to the field of education, and their use in the classroom can help students develop their thinking and analyzing abilities, creativity and hands-on practice abilities, and problem-solving abilities!

The author of this article would also introduce the definition, classification, and characteristics of artificial intelligent educational robots, as well as the current

challenges in the development of intelligent educational robots, as well as key technologies and typical examples of intelligent educational robot's applications in the classroom, in the desperate hope that this research will aid in the better application of educational robots to the teaching process in the classroom.

Keywords: Artificial intelligence (AI), intelligent educational robots, information technology, online education, transformation of teaching methods, IT-assisted teaching

THE IMPROVEMENT OF INFORMATION LITERACY OF FOREIGN LANGUAGE TEACHERS IN COLLEGES UNDER THE BACKGROUND OF EDUCATIONAL INFORMATIZATION

Sun Yuxuan

Peoples' Friendship University of Russia, Moscow, Russia

e-mail: 1042215155@pfur.ru

Abstract. With the rapid development of information technology, artificial intelligence and digital education have been advocated by many countries. Education informatization has become one of the important symbols of educational modernization in the world. Education in the information age not only emphasizes the transfer of knowledge and technical training to students, but also the cultivation of students' comprehensive quality. Information literacy is an important content of students' comprehensive quality in the information age, and teachers' information literacy is the premise of students' information literacy education. Teacher education informatization is not only an important part of educational informatization, but also the main force to promote educational informatization. As a branch of education, foreign language education plays an important role in the era of education globalization. How to improve the information literacy of foreign language teachers has become an important factor in current foreign language quality education. The problem of information network technology has gradually become an indispensable part of all walks of life in the contemporary economy and society. The informatization of foreign language teacher education and the improvement of foreign language teachers' information literacy are also the key to the reform of foreign language education.

Keywords: educational informatization, foreign language teachers, information literacy

THE REFORM OF FOREIGN LANGUAGE TEACHING IN THE 5G ERA

Xu Baoyun

Peoples' Friendship University of Russia, Moscow, Russia

e-mail: 892560608@qq.com

Abstract. Human society is moving towards the 5G era. 5G is the evolution and upgrade of 2G, 3G, and 4G mobile networks. It is the critical infrastructure to innovate society and promote the digital transformation of various industries. The intelligent Internet, composed of new-generation information technologies such as 5G and artificial intelligence, will trigger a new information technology revolution.

At present, the integrated development of 5G technology and industry has spawned a new ecology of intelligent education, bringing new opportunities and new challenges to the development of future education. Under the background of the 5G era, many new application scenarios in brilliant foreign language teaching, such as distance teaching, cloud teaching, virtual teaching, etc., are randomly generated.

This paper aims to explore the application of the 5G network in the teaching environment, teaching scenarios, teaching resources, teaching evaluation, teaching methods, knowledge system, thinking mode and management mode of foreign language brilliant teaching, etc. The interaction between students, learning environment, and learning resources and other elements, by expounding the change of foreign language education scene elements under the 5G perspective, to improve the learning interest of foreign language learners in the new era, and to innovate the training paradigm of intelligent foreign language talents in intelligent environment. In the process of research, the author of the article, through the following scientific methods: literature research, observation, and comparison, finally came to the following research findings: 5G has technologies such as ultra-high data rates, large-scale connections, low latency, and high reliability. The promotion of philosophical teaching of foreign languages is mainly reflected in five aspects:

- Promoting the intelligence of the teaching environment
- Promoting the interaction of multi-modal teaching resources
- Promoting the integration of learning elements
- Promoting the coordination of teaching subjects
- Promoting the colocalization of learning methods

All in all, 5G has broad application prospects in education, which can optimize the intelligent learning environment and enhance students' learning experience.

Keywords: 5G, smart foreign language teaching, smart educational environment and resources, smart educational evaluation, smart methods

THE EFFECTIVENESS OF THE COMBINATION OF GAMIFICATION AND INTERDISCIPLINARY APPROACHES IN DIGITAL PEDAGOGY IN FOREIGN LANGUAGES TEACHING

Olga V. Demina¹, Sofia S. Koval²

^{1,2}Peoples' Friendship University of Russia, Moscow, Russia

¹e-mail: demina-ov@rudn.ru

²e-mail: 1032206213@pfur.ru

Abstract. In recent years, the issue of the place of digital pedagogy has become extremely important, especially in the current conditions of pandemic. The question of effectiveness of digitalization is very disputable, comparing it with other, more traditional methods in teaching foreign languages. One of the most widely used approaches is gamification. Also, it should be noted about the role of the interdisciplinary approach in teaching. The intersection of interdisciplinary and gamification approaches creates a solid base not only for the acquisition of knowledge of languages but also some useful skills, in particular, the development

of critical and analytical thinking and other knowledge that can be successfully applied in life.

It is tended to think that digital learning influences on quality of education: the nervous system is depleted, the quality of assimilation of educational material deteriorates, and the motivation to learn decreases. However, thanks to the combination of gamification and interdisciplinary approaches in digital pedagogy, students' motivation and learnability increases. Gamification is an innovative approach aimed not only at children but also teenagers and even adults. Interdisciplinary approach raises interest among learners because it proves an application of the language in different spheres of real life.

My idea is to combine interdisciplinary and gamification approaches and prove its effectiveness comparing with other teaching methodologies on the base of experiment.

Gamification in learning is the use of game rules used in modern online games to motivate students and achieve real educational goals in the course of studying an academic subject [Khramkin 2017]. The goal of gamification is to maximize enjoyment and engagement by capturing the interest of students and inspiring them to continue learning [Marczewski 2013: 19].

An interdisciplinary approach involves a combination of several disciplines, methods and techniques in the study of a single subject. The relevance of the research is that the model of education has changed and modernized. There are two modern approaches that are widely applied in teaching languages. (gamification and interdisciplinary). There are many researches on their effectiveness and influence on students' motivation and cognitive abilities. That's why it is very important to explore these methods to choose the best ones to apply in further education.

Keywords: interdisciplinary approach, gamification, digitalization, effectiveness

METHODOLOGICAL ASPECTS OF TEACHING CHINESE TO RUSSIAN SCHOOLCHILDREN

Liudmila S. Makogon

Peoples' Friendship University of Russia, Moscow, Russia

e-mail: 1042210220@pfur.ru

Abstract. In recent decades, the growing economic power of the People's Republic of China has contributed to the popularization of the Chinese language throughout the world. In turn, a specific interest in learning Chinese in Russian schools is caused by several factors, such as the continued development of strategic partnership between Russia and China, the strengthening of Sino-Russian international trade and economic relations, business development between companies of the two countries, the increasing of academic exchanges between universities. In this context, many schoolchildren associate the choice of further education and future professional career with the Chinese language. It is especially evident in the Far Eastern region because of the proximity of the borders with China. The increasing demand for

learning Chinese leads to the need to create new teaching methods according to modern realities and the specifics of the Chinese language.

Currently, there are many methods of teaching foreign languages possessing their advantages and disadvantages. The constant alternation and modification of methods indicate the permanent search for the most effective method. The recognition of the communicative approach in teaching foreign languages has led to the reconsideration of the teaching process by teachers. Scientists recognize the communicative approach as the most optimal method.

However, despite the rich theoretical base, there are violations in following the principles of the communicative approach in practice. The programs of some educational organizations are only partly adapted. Graduated students are faced various difficulties in the process of foreign language communication. This article provides a comparative analysis of the current methods of teaching Chinese used in Russian schools; compares them with the methods of teaching Chinese used in China; examines the problems encountered by teachers of Chinese in Russia.

The study uses a combination of such empirical and theoretical methods as analysis, synthesis, comparison, deductive method, advanced pedagogical experience study and generalization, literature study on the subject of research.

Keywords: the method of teaching foreign languages, the communicative approach, Chinese language, Russian schoolchildren

FORMATION OF INTERCULTURAL COMMUNICATIVE COMPETENCE IN TEACHING CHINESE AS A FOREIGN LANGUAGE

Gao Jing

Peoples' Friendship University of Russia, Moscow, Russia

e-mail: gj2303214258@163.com

Abstract. With the development of economic globalization and the construction of the "One Belt, One Road", exchanges between countries have become closer, and cultural exchanges have become more frequent. The development of intercultural communication skills is an important quality that students should possess in the Chinese International Education Talent Training Program. As a comprehensive ability, intercultural communicative competence is increasingly recognized and valued by society and plays an important role in teaching Chinese as a foreign language. Its strength determines the effectiveness of teaching Chinese as a foreign language. Therefore, teachers should focus on educating students about intercultural communication in the learning process, relying on the classroom content, improve language skills and abilities, and use Internet and additional lessons on foreign language culture learning to develop students' intercultural communication ability. According to the professional work of the teacher, students can establish an equal and open view of intercultural communication, acquire relevant knowledge of intercultural communication, increase cultural self-confidence and have strong intercultural communication skills.

The authors of the article substantiate the necessity of considering intercultural communicative competence as the main goal of foreign language teaching to high school students; give a brief review of the history of the development of approaches to goal-setting in teaching a foreign language; analyze the existing models of intercultural competence.

Keywords: intercultural communicative competence, teaching Chinese as a foreign language (TCFL), intercultural competence, communicative competence

TRACK 3 (MS Teams)
SESSION 5
(15.15-17.15)

**SELECTED TOPICS IN GENERAL AND SPECIFIC LINGUISTICS IN
SYNCHRONIC AND DIACHRONIC PERSPECTIVE
&SOCIAL AND PSYCHOLINGUISTICS**

Chair: Natalia S. Erokhova, Institute of Foreign Languages, RUDN University (Russia), e-mail: erokhova-ns@rudn.ru

**PHILOSOPHICAL AND PHILOLOGICAL RIDDLES OF THE
D.KEHLMANN'S NOVEL "F"**

Elena I. Novikova

The Russian Presidential Academy of National Economy and Public Administration (RANEPA), Moscow, Russia

e-mail: nei77@mail.ru

Abstract. The article attempts to find answers to philosophical and philological questions considered by the modern German-speaking writer D. Kelman in the novel "F". The author of this article examines the given concepts through the prism of metaphor, traces how the set of "F" is realized through the series of "M".

Keywords: metaphor, koncept, philosophy, modern German literature

**THE THEORY OF CONCEPTUAL INTEGRATION AND THE
MECHANISM OF METAPHOR (BY THE EXAMPLE OF SEMANTIC
AGREEMENT OF SUBJECT QUANTIFIERS IN CHINESE, ENGLISH,
AND RUSSIAN)**

Ma Lei

Lomonosov Moscow State University, Moscow, Russia

e-mail: maleilovetime@gmail.com

Abstract. Subject quantifiers can be divided into two types: special quantifiers and borrowed quantifiers. In metaphorization, there is a semantic mismatch. According to the metaphorical relation, a mismatched combination can fall into two main types: explicit mismatch and implicit mismatch. With the help of the theory of conceptual integration, the metaphorical process of subject quantifiers is investigated.

Keywords: subject quantifiers, metaphor, conceptual integration theory

**LEXICAL COMPATIBILITY OF THE LEXEME "OIL" AND ITS
DERIVATIVES IN THE PRE-REVOLUTIONARY "PRAVDA"
NEWSPAPER**

Vera D. Cherentsova

Saint Petersburg Mining University (SPMU), Saint Petersburg, Russia

e-mail: s215111@stud.spmi.ru

Abstract. The "Pravda" newspaper was founded in 1912 as an organ of the workers' press. The pre-revolutionary "Pravda" had characteristic stylistic and content features: since its target audience were workers, it published extensive material on the situation of workers in different provinces and at different factories, calls for workers to organize strikes, feuilletons, fiction about workers, as well as news from other areas of public life that could be of interest: criminal chronicles, natural disasters, coverage of trials, accidents, etc.

As for the style, it was also dictated by the needs of the target audience: lexical and syntactic constructions typical of colloquial speech are not uncommon, there is obvious irony: "Magistrate Altarzhhevsky, examining the case of beating, was so agitated that he attacked the accused Sherman and immediately beat him in the cell." - "мировой судья Алтаржевский, разбирая дело о нанесении побоев, так разволновался, что набросился на обвиняемого Шермана и тут же в камере поколотил его".

The demand for industrially produced oil increased greatly in Russia in the second half of the 19th century, and the newspaper "Pravda" also covered the life of oil workers.

The lexeme "oil" and its derivatives are found mainly in contexts (examples are given in accordance with modern spelling standards):

- industrial production: "new fountain of oil", "about half a million poods of oil", "oil industry " and etc.;
- related to workers in the industry: "the life of an oil industrial worker", "under the heavy paw of oil syndicators", etc.;
- oil trade: "oil at an all-time high price", "prices of petroleum products", "in the oil industry arena Rothschild appears", "strong drop in oil prices", etc.;
- names of commercial and industrial enterprises: Russian Oil Society, etc.;
- properties of oil: "high quality oil", "fountain oil", etc.;
- comparison of oil and coal: "competition between oil and coal";
- accidents at enterprises: "oil explosion", "oil may ignite", etc.

The lexical compatibility of lexemes is typical for the topics of articles, it is interesting to note the change in the lexical norm: for example, in modern Russian the word "rising" "вздорожание" has been replaced by a synonym "подорожание". The digital archive of the "Pravda" in the EastView system was used to prepare the article.

Keywords: pre-revolutionary the Pravda newspaper, lexeme "oil"

REPRESENTATION OF MENTAL STATES IN DIACHRONY

Mariia M. Tsygunova

National Research University "Higher School of Economics", Moscow, Russia

e-mail: mcygunova@hse.ru

Abstract. This report is one in the series of works contributing to the research of metaphors representing mental states. However, this time the objective is to provide the analysis of sociocultural and historical aspects surrounding the subject. This lays down the foundation for the theoretical part of research. Overall, a content analysis

along with a questionnaire show several trends. The report highlights the contrast between the state of higher awareness in terms of mental health now with the previous stigma-driven and even unscientific approach. In addition, this work draws attention to a new pattern in today's era of "acceptance". In this light, the phenomena of romanticisation, glorification and monetisation of mental health are considered. For this part, examples are also drawn from film and literature. On top of that, in relation to modern trends, language mechanisms for recognising and relieving such conditions as depression, anxiety and stress are pointed out (i.e., metaphors and internet memes). The relevance of the report lies in the global pandemic of depressive and anxiety disorders, the transition from taboo to harmful "fashion" around these conditions in society. Another important step is the discussion about the recognition of verbal behavior in the context of mental states.

Keywords: sociocultural context, mental health, diachrony, depression, metaphors

THE EFFECT OF THE ADVERTISING VOCABULARY OF THE TECH PRODUCTS ON CONSUMER PERSUASION

Thomas Mollayev

Peoples' Friendship University of Russia, Moscow, Russia

e-mail: phcr809898@gmail.com

Abstract. It is quite obvious that words can have the most virtuous effect on anyone. However, it is even more obvious that inappropriate vocabulary or complicated terms may drastically worsen the process of understanding even some basic phenomena.

Irrespective of the field the choice of the vocabulary and linguistic devices are the main tools that are used for the persuasion of people. This fact has been researched and examined thoroughly in a range of works. However, the field of tech is the most complicated field from the perspective of marketing and advertising since it requires a great number of procedures to prepare technical descriptions for ordinary consumers. Thus, the present research project is dedicated to the analysis of the modern approaches to the vocabulary choice for the tech products advertisements. In order to point out the best possible ways of developing advertising content for the field of tech, the approaches of the successful tech companies to advertising have been considered.

While working on the analysis of the advertising vocabulary choice we are going to consider possible percussive impact on the potential consumers, pointing out the conditions under which the impact of the vocabulary can be maximized.

The main problem of the present research project is closely related to the understanding of the most effective ways of choosing advertising vocabulary for the tech products advertising materials.

The present research project is tied to the field of Consumer Psychology, Marketing and Psycholinguistics.

The main goal of the present paper lies in the fact of discovering the most the efficient ways of promoting tech products and persuasion of ordinary consumers.

The present project is supposed to serve as a basic summary and a compilation of the best examples of persuading consumers.

The present paper is highly inspired by the works of R. Pogacar, L.J. Shrum, T.M. Lowrey, in particular “The Effects of Linguistic Devices on Consumer Information Processing and Persuasion: A Language Complexity × Processing Mode Framework”. Apart from that it has been attempted to give possible answers to the questions from the related research projects.

Keywords: advertising, marketing, advertising language, advertising vocabulary, psycholinguistics

VERBALIZATION OF HUMAN EMOTIONAL STATE: A CONTEXT APPROACH (BASED ON THE RUSSIAN NATIONAL CORPUS)

Alexander A. Batalov¹, Nikita E. Akulov²

^{1,2} Peoples’ Friendship University of Russia, Moscow, Russia

¹e-mail: batalov-aa@rudn.ru

²e-mail: 1032203452@rudn.ru

Abstract. Currently, language is an integral component of human life in fast-paced society. We are able to convey information, express our emotions, thoughts, and so on, exactly, through language. The use of verbal means is one of the most important methods of representing human emotions. Their role is colossal in interpersonal communication. The expression of emotions by language units helps us to present ourselves and personality in society. Emotions have become an integral part of the mind, thinking, linguistic consciousness and behavior in economics, politics, culture, and education.

This article discusses various language units involved in the representation of human emotions in various contexts taken from the Russian National Corpus. Words are in constant connection with our intellectual and emotional life. The logical meaning of each word is surrounded by a special expressive atmosphere that changes depending on the context. There are many different situations and each is unique, so different means can be interpreted and perceived differently.

For modern linguistics, psycholinguistics, as well as other related sciences, the judgment that the study of various manifestations of emotions is outdated and irrelevant is erroneous and unfair. A person excessively often resorts to the method of verbalization when expressing his emotional experiences.

The relevance of this work lies in the fact that emotions in human activity perform the function of its evaluation and results. The Russian National Corpus was chosen as the research material in order to analyze the language picture of the world and culture of Russian people, since emotions are interpreted in different ways, endowing them with a social coloring, which affects the perception of the world by a person, as well as the semantic implementation of elements in the structure of the semantic vocabulary of emotions. The subject of the study is the language units of the Russian language (means of verbalization) that express emotions. The following methods are used: analysis of discourses on the research topic; descriptive method; structural-semantic analysis, continuous sampling method. The practical

significance of the research results lies in the possibility of using the materials of this work in further research on Russian lexicology, sociolinguistics and psycholinguistics.

Keywords: verbalization, language units, emotional representation, text corpus, context.

LINGUISTICS OF INFORMATION AND PSYCHOLOGICAL WARFARE: IDEOLOGICALLY-BOUND UNITS AS AN EFFECTIVE TOOL OF SEMANTIC MANIPULATION

Maria M. Mikhailovskaia

Lomonosov Moscow State University, Moscow, Russia

e-mail: m_mikhaylovskaya@mail.ru

Abstract. Linguistics of information and psychological warfare explores various strategies, tactics and methods of information and psychological warfare that are meant to be verbalized in political media discourse. Special importance should be attached to manifold methods of ideological influence and manipulation of public consciousness, among which semantic manipulation represents subject for particular scrutiny. This method implies “careful selection of words that cause either positive or negative associations and thus affect the overall perception of information”. Obviously, such lexical units that have contextually determined negative or positive connotations and generate corresponding associations include, among others, ideologemes.

Thus, ideologically-bound units are an integral linguistic component of information and psychological warfare. Due to their inherent semantic ambivalence and a high degree of associativity, ideologemes become an effective tool of semantic manipulation, which can give a definitive advantage to one of the parties in the ideological struggle. Moreover, ideologemes represent an undeniable challenge for simultaneous interpreters, who turn out to become immediate participants in the unfolding information and psychological war on a par with leading politicians who are supposed to voice the official position of the state.

Keywords: information and psychological warfare, semantic manipulation, semantic ambivalence, ideologically-bound unit, simultaneous interpreting.

TRACK 5
SESSION 6
(13.00-15.00)

SÉMINAIRE FRANCOPHONE
« FRANCOPHONIE. JEUNESSE. NUMERIQUE »

Professeurs de FLE de l'Institut des Langues étrangères :
Olga M. Kozarenko, maître de conférences, de la Chaire de la théorie et de la pratique des langues étrangères

1. **Polina M. Smirnova** Où sont les racines de Patrie ?
2. **Alena A. Yadronova** Format off-ligne: réadaptation
3. **Mia Liantsoa Rabemanantsoa** La qualité de la traduction des textes classiques français à l'aide de l'application DeepL
4. **Maria S. Stepanova** La sensibilisation des étudiants aux objectifs de DD au cours du FLE
5. **Ekaterina E. Verkhoturova** Choix des thèmes abordés dans les chansons folkloriques russes et françaises
6. **Ekaterina A. Silina** Traduction en français des réalités russes dans les œuvres de A. P. Tchekov