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LINGUISTICS

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ON THE FORMATION OF SKILLS OF SPEECH AT THE RESEARCH AND PRACTICAL CONFERENCE IN FOREIGN (ENGLISH) LANGUAGE ON THE PROFESSIONAL SUBJECT OF BACHELORS AND MASTERS OF NON-LANGUAGE UNIVERSITIES

L.V. Artamonova, A.A. Pichugina, A.A. Khakimova, T.V. Shilova

Abstract. At the Institute of applied mathematics and computer science of National research Tomsk state university, annually for twenty years a scientific and practical student conference is held. The main purpose of this conference is to provide an opportunity for future specialists to implement the skills and abilities of practical language skills in situations of foreign language professional and scientific communication, namely to make reports in a foreign language, to discuss topics related to the scientific work of the conference participants. Teachers of the department of the English language of natural science and physics and mathematics faculties take an active part in organizing the conference; prepare bachelors and masters for presentation with reports in English. The article considers the method of training bachelors and masters to speak with their project in English at a research and practical conference in a non-language university and the role of the English language teacher in the developing of skills of speech at the conference at each stage of preparation. Many years method of preparing students to speak at a research and practical conference in a foreign language (English) at this Institute shows positive results. Students adequately present their scientific reports, showing a confident knowledge of English as a means of professional communication, thereby increasing the motivation for further improvement of English language for professional purposes.

Keywords: British non-language universities, a research and practical conference, speaking skills, professional and scientific communication, presentation.

Introduction

The preparation of bachelors and masters for research activities is reflected in the Russian Federal educational standards (RFES) and is an obligatory part of the model of a specialist in higher professional education. In this regard, research activity is becoming increasingly important and is becoming one of the main components of professional training for the future specialist.

In our opinion, a scientific and practical conference where students take the first steps towards discoveries and research plays a huge role in their

research activities and as a consequence is an important part of the educational process. For this reason, special attention is paid to the training of students for the speech performance.

The conference is a form of organization of scientific activity, in which researchers present and discuss their work. Conferences have a number of advantages in comparison with traditional seminars and trainings. The most important of which is that the presentation of participants on similar topics allows consideration of the issue from several sides; the one-sidedness inherent in teaching by one teacher disappears. The conferences facilitates hearing about different approaches to solving one problem [1].

At present, due to the new requirements of the RFES in the training of specialists, it has become traditional to conduct research and practical student's conferences in non-language universities.

The research and practical conference has become a conference where knowledge and experience are exchanged for various kinds of practical and applied tasks, and a conference organized and conducted in a foreign language at a non-language university allows you to implement and improve the skills and abilities of practical language proficiency in situations of foreign professional and scientific communication [2].

In modern conditions, teaching professional English is an important task, especially in the field of training bachelors and masters of technical departments. Today, many companies and even state enterprises require of their specialists to know a foreign language, since both their import and export activities are often connected with foreign partners, as well as realities of modern education requiring cooperation with foreign universities [3].

The purpose of teaching foreign languages in non-language universities is to achieve a level sufficient for the practical use of foreign language in future professional activities.

Stages of preparation of bachelors and masters to make a speech at the conference

At the Institute of applied mathematics and computer science of National Research Tomsk State University, annually for twenty years a scientific and practical student conference has been held. Teachers of the department of the English language of natural science and physics and mathematics faculties take an active part in organizing the conference; prepare bachelors and masters for presentation with reports in English, knowledge of which for the future specialist is a necessary component in the development of a fully developed personality.

The main purpose of the scientific conference is to provide an opportunity for future specialists to implement the skills and abilities of practical language skills in situations of foreign language professional and scientific

communication, namely to make reports in a foreign language, to discuss topics related to the scientific work of the conference participants. Speakers' presentations on research in the professional field of students are presented in foreign (English) language and accompanied by a demonstration of presentations in PowerPoint format. The time allocated for each report is no more than 10 minutes. Very important, in our opinion, is the period of discussion of the report, since it is at this stage that students demonstrate the ability to conduct a dialogue in a foreign language on professional topics.

To participate in the conference, which is held regularly in spring, bachelors and masters under the guidance of teachers begin to prepare from the start of the school year. The ground work and research work take place in several stages, which we will consider, emphasizing the role of the English teacher in each.

Considering the stages of formation of skills of speech at the research and practical conference of bachelors and masters, it should be noted that the preparation of bachelors of the 3rd year to the presentation of the report is different from that of masters, due to different goals, objectives and content of training programs depending on the qualification of the graduate in the relevant areas. If students of the third year of study, mastering the variable (obligatory) part of the basic educational curriculum (BEC) of the bachelor's degree in foreign (English) language, after having passed the basic course, only start to study the professionally oriented language, the master students already have the opportunity to further develop and improve professionally - oriented foreign-language communicative competence for solving academic and research problems, as well as for implementation of intercultural vocational guidance communication with representatives of the scientific world. Taking this into account, it is necessary to differentiate work in the stages of preparation for a speech at the conference.

First stage is the collection of information on the chosen research topic with the academic advisor. At this stage, we mean a large amount of independent work of a bachelor or a master's degree student who are engaged in search for authentic materials on the chosen topic in English, reading them, gaining vocabulary on a given topic (professional terms, clichés, etc.). In the case of bachelors, it is also introduction to professional vocabulary, unlike master degree students who already have experience. Reading scientific articles on a given topic allows bachelors to get acquainted with the most frequently used vocabulary and grammatical structures in their professional field, and their colleagues studying at the next stage, to improve their grammatical competence. This stage is the longest in time: hard work begins long before the conference, six months or more.

The role and work of an English teacher at this stage is great and responsible. It is necessary not only to properly organize the independent work of students (recommend sources of material search, determine the volume

and level of complexity of texts in accordance with the level of English language proficiency of the student, etc.), but also its control. By exercising control at this stage, the English teacher checks the reading and translation of randomly selected passages from the text, correcting, if necessary, pronunciation and checking the reading comprehension. In addition, the teacher conducts a short conversation on the material read, having listened to the prepared retelling of the text, thereby developing monological speech and the ability to conduct a dialogue, which is extremely important in terms of preparing for the conference.

Second stage - preparation of the report. Having passed the first long stage of information gathering, potential speakers start preparing their report. At this stage, students in the classroom with the teacher get acquainted with the linguistic features of writing a report on scientific activities in the form of a scientific report, as well as a scientific article, which is especially important for novice scientists - masters and postgraduate students, and therefore learning their written scientific speech is given special attention [4]. Work in the classroom is also accompanied by the independent work of the students on the analysis of authentic sample texts. In the classroom and independently, they perform exercises in order to examine means of cohesiveness, to replace synonyms, to analyze the grammatical features of individual parts of the text (for example, the use of modern forms and constructions in the annotation to the article, articles in headings, etc.). In addition, the teacher offers a number of exercises to work with language clichés of scientific style and with special professional terminology, as well as exercises for their consolidation. In addition to the exercises of the lexical and grammatical block, exercises aimed at the development of oral communication skills are used, in which students are invited to analyze, compare, identify shortcomings and improve certain parts of the proposed scientific article or report. For these purposes, it is proposed to perform a number of question-answer exercises and exercises-statements of one's own opinion on the problem. This stage also involves the study of formal requirements for the publication of abstracts and articles and for the presentation of reports at the conference.

The result of the work at this stage is the draft version of the report in English, which should take into account all the rules and requirements for writing a report.

Third stage - correction of the report and preparation for the presentation implies the joint work of the teacher and the speaker. This work can be conducted in the classroom with the participation of other speakers, who, analyzing the report of their colleague, not only help to improve one's report, but also get the opportunity to correct similar mistakes and shortcomings in their own. In addition, this option may be a rehearsal of the performance in front of the public, especially if the student has no such experience. The work of the teacher and speaker at this stage can also be carried out out-

side the classroom. The report and presentation can be checked and adjusted individually through Internet communications which like other information and communication technologies (ICT), play a major role in teaching a foreign language [5].

Fourth stage - presentation at the conference and its analysis. The main role at this stage belongs to the speakers, but the teacher attending the conference, after listening to the reports, analyzes them and discusses all pros and cons of reports, presentations with students after the conference. The analysis of shortcomings and especially the emphasis on positive points are necessary to increase the motivation for mastering the English language to continue the effective work of students in their professional field of activity.

Conclusion

Summing up, it should be said that the carefully designed and improved for many years method of preparing students to speak at a research and practical conference in a foreign language (English) at the faculty of computer science of Tomsk state university shows positive results. Students adequately present their scientific reports, showing a confident knowledge of English as a means of professional communication, thereby increasing the motivation for further improvement of English language for professional purposes.

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LINKING MARKEMES IN RUSSIAN AND BRITISH LITERARY TEXTS OF THE FIRST HALF OF THE NINETEENTH CENTURY

O.G. Artemova, A.A. Verbitskiy, E.P. Komarova, A.A. Kretov

Abstract. The paper aims at visualizing and analyzing the markeme links in literary texts of Russian and British writers of the first half of nineteenth century. According to the target goal, the tasks of determining the preferred markeme links between the authors, substantial study of maximum force markeme links and comparing the linking markeme vocabulary in Russian and English literary texts have been solved. The topicality of this study is conditioned by the need to devise the ways of cognitive-graphical representations of analytic data and their semantic interpretation and by the scarcity of comparative quantitative studies of the language of Russian and English literary texts, which could present information for comparative and typological analysis of language and literary processes. The study of markeme links is one of the ways of formalized content analysis of the text. The scientists identified regularities to which the texts in natural languages are subject. This enables the use of the mathematical apparatus in linguistic studies. The use of both digital and traditional linguistic studies methods allows analyzing text corpora with mathematical and statistical methods and composing national text corpora, corpora of translations, interactive maps, creating social networks of writers, poets, philosophers, modeling script texts into picture line, analyzing text sentiment, running network analysis and so on. This article suggests analyzing markeme links of maximum force in pairs of authors when comparing “with each other”. The method of markeme analysis proposed by A.A. Kretov as one of the means to formalize the semantical analysis of the text is used to solve the set tasks. It provides a means of presenting a complete picture of literary works language markeme composition of any chronological interval or historical period. It also gives the possibility to analyze texts practically of any wordage. Besides the method of markeme analysis allows analyzing markeme composition of literary (especially - fiction) works of individual authors or groups of authors, markeme specifications and the influence of social and cultural processes on markeme dynamics, studying the evolution of markeme vocabulary through several chronological intervals and establishing literary and genetic links between authors who belong to the same or different chronological intervals an individual DH prospect developed by A.A. Kretov, his colleagues and scholars. Its potential is not limited with solving the given problems. As a qualitative and quantitative analysis, markemological studies employ markeme analysis as a method. This method allows formalizing semantic analysis of texts. Markeme analysis is a method of computer-based identification of keywords, or markemes, followed by visualization of obtained data in the form of bar graphs, charts, graphs, clusters that undergo semantic interpretation. A.A. Kretov developed sharply defined notions on how to identify markemes using a special formula to calculate author's weight or Index of Textual Markedness. The computational formula expresses functionality between a frequency weight and a length weight of a word. As the length weight of a word is constant because it depends on the length of the word in letters or

sounds, it is the value of frequency weight that determines the value of InTeM. When a word distribution in the text exceeds a standard frequency distribution threshold for this word, the value of its InTeM becomes positive thereby expressing the level of significance for the word in the particular text. The texts are processed with word thematic analysis manipulation programs “TemAl” and “ProTemAl-Engl” developed in Voronezh State University. “TemAl” processes Russian texts and “ProTemAl-Engl” does the same with English texts. These programs calculate the value of InTeM for each word as well. To guarantee comparability of markeme weights of different authors the procedure of normalizing InTeM values is carried out. This is due to the fact that too often there is great difference both in number of works and their length in words written by different authors and their availability in digital form. InTeM normalizing eliminates their incorrect correlation. The analysis of linking markemes that establish markeme links between two or more authors allows determining the degree of markeme similarity between the authors of chronological interval. Mutual markemes are selected from each author markeme list. Index of Markeme Similarity (IMaS) is the measurable parameter that gives possibility to determine the degree of generality of markeme lexicon of two authors. The computation of IMA_S in each pair of authors belonging to the chronological interval is based on the value of total normalized indices of textual markedness of their mutual markemes. The mutual markemes of those two writers that have the largest value of IMA_S are their linking markemes. The value of IMA_S determines the power of markeme link. When the value of IMA_S is the largest for only one writer in the pair, a directional or oriented link of maximum power is formed. In case the value of IMA_S is the largest for both writers in the pair, mutually oriented link is formed between them. The present study results in the analysis of linking markemes in the texts of Russian and British writers of the first half of the nineteenth century in reference to the distinguished centre of attraction. The method of visualizing the links between the authors who belong to the same chronological interval allows to distinguish the centre of attraction and intermediate centres of zero, first and second degree, to compute the power of centripetal links, to stratify and analyze linking markemes, to study markeme specificity of the centre of attraction and to distinguish markemes that provide an indirect link between the centre of attraction and intermediate centres. The use of the algorithm of visualizing markeme relations between the authors provides a means of revealing existing centrifugal and centripetal markeme links between the writers, distinguishing the centre of attraction, identifying its major figures and the authors who have direct or indirect markeme links of maximum force with each of them. Obtained data make it possible to compute the power of the center of attraction and the semantic study of maximum force markeme links leads to the specification of both the intermediate centres that are represented by key figures of the centre of attraction and the centre of attraction itself.

Keywords: markeme, Index of Textual Markedness, Index of Markeme Similarity, centre of attraction, linking force, visualization of authors markeme similarity, British literature, Russian literature.

Introduction

System nature of the language allows applying quantitative methods for its investigation. The need to use such methods is necessitated by the im-

possibility to solve many research problems by using qualitative methods alone. Quantitative linguistics methods are widely used for generating automated lexicographical systems, concordances, contextual dictionaries, multi-lingual corpus. Moreover, in addition to propelling to the next level the scientific image of language system the use of quantitative methods in linguistic researches modifies the concept of its functioning and “allows adding the structural model of language with a probabilistic component, i.e. generating structural-probabilistic model of language that has significant explanatory potential” [1: 548]. Nevertheless, in A.D. Verkhoturov's opinion, the use of mathematical apparatus does not ensure obtaining accurate and objective data, it only gives the possibility to generalize the obtained data, to present them in more organized form and to model a phenomenon [2].

Earlier research studies review

J. Miles's works kick start to the quantitative linguistics development. Quantitative methods that she used to analyze the poetic texts and the methods of presenting the results of research provided a basis for conducting similar researches in the future. The study of word-frequency when analyzing the vocabulary of English poetry of XVI-XX centuries made possible to ascertain the predominance of one-syllable words in the primary vocabulary of all English poetry and determine natural transition of the words from minority usage of preceding century to primary vocabulary. She also discovered that the continuity of poetic language is formed by the words from majority usage because they reveal greater stability in time over the words from minority usage [3]. Both foreign and Russian scientists are interested in quantitative analysis of prosaic, poetic, socio-journalistic and political texts. The study of political discourse by Harold D. Lasswell and his colleagues [4], the comparative study of the changes in the language of the 19th century British novels by R. Heuser and Long Le-Khac [5] should be specially noted. R. Heuser, his colleagues M. Algee-Hewitt, F. Moretti, M. Gemma, E. Steiner, and other scientists accumulated great experience in quantitative analysis of different linguistic study aspects of English texts [6-9]. Japanese researcher Yasuo Urayi contributed greatly to the quantitative analysis of the language of Russian Attic prose. He developed concordances of “Russian Traveller's Letters” by N.N. Karamzin, “Captain's Daughter” by A.S. Pushkin, “A Journey from St. Petersburg to Moscow” by A.I. Radishchev. This work was a part of the project “Comparative study of 18th-20th-century Russian novels through database” (project manager - professor Keizo Haiya, Hokkaido University (see [10])).

Such Russian linguists as O.V. Slugina [11], A.B. Borunov [12, 13], L.G. Kishinskaya and S.V. Kishinskiy [14], S.A. Krylov [15], B.V. Orekhov [16], Yu.I. Levin [17], A.Ya. Shaikevich, V.M. Andryushchenko,

N.A. Rebetskaya [18] are interested in the quantitative study of the literary works' language as well.

A.A. Faustov and his colleagues put the task to find linguistic universals in literature. They proposed several approaches to finding out universals in literature such as composing the vocabulary of plots and motives in Russian literature, the study of Russian culture "constants" [19-21].

Alongside with the influence on the research activity organization the introduction of digital technologies in linguistic studies stipulated for including linguistics into developing multidisciplinary endeavor Digital Humanities (DH). Due to their interdisciplinary origin DH "possess all the methods, techniques and perspectives of knowledge connected with digital technologies in the Arts" [22]. As a new prospect in humanities research, DH first appeared in the USA and Great Britain in the mid of the 20th century. G.V. Mozhayeva considers the processing of large data arrays from ancient manuscripts analysis to the analysis of literary works and historical documents that belong to different epochs as one of the tasks for digital technologies in humanities studies [23]. The use of both digital and traditional linguistic studies methods allows analyzing text corpora with mathematical and statistical methods and composing national text corpora, corpora of translations, interactive maps, creating social networks of writers, poets, philosophers, modeling script texts into picture line, analyzing text sentiment, running network analysis and so on [24, 25].

Markemology is an individual DH prospect developed by A.A. Kretoy, his colleagues and scholars. As a qualitative and quantitative analysis, markemological studies employ markeme analysis as a method. This method allows formalizing semantic analysis of texts [26]. Markeme analysis is a method of computer-based identification of keywords, or markemes, followed by visualization of obtained data in the form of bar graphs, charts, graphs, clusters that undergo semantic interpretation.

A.A. Kretoy developed sharply defined notions on how to identify markemes using a special formula to calculate author's weight or *Index of Textual Markedness* (InTeM). Besides, he set grammar and statistic specifications which a markeme should meet [27]. Markemology enables solving a large number of research problems such as the study of individual authors' literary works [28-31]; the compilation of markeme lists for one chronological interval or several chronological intervals to characterize a separate chronological interval or a historical interval, or a period, that includes several chronological intervals [32, 33]; the description of markemes specificity for individual authors or groups of authors [34-37]; the study of markeme lexis evolution through several chronological intervals [38, 39]; the influence of social and cultural processes on markemes dynamics [40]. What is more, markemological studies make it possible to establish literary and genetic links between authors who belong to the same or different chronologi-

cal intervals and as a result to ascertain continuity in literature. To solve this problem, it is necessary to select mutual markemes from each author's markeme list and calculate *Index of Markeme Similarity* (IMaS) [41-44].

The topicality of this study is conditioned by the need to devise the ways of cognitive-graphical representations of analytic data and their semantic interpretation and by the scarcity of comparative quantitative studies of the language of Russian and English literary texts, which could present information for comparative and typological analysis of language and literary processes.

Analysis Methodology

To study linking markemes there used the method of markeme analysis. The markeme analysis problem is to determine which words - markemes - express the author's system of values and in such a way to come to a non-textual level. The method involves the quantitative representation of the textual information and its statistical processing and semantic interpretation. For that purpose, it is necessary to compute the InTeM for each word in the text (for a computing formula for frequency-weight (Ч-век) and length-weight (Д-век) see [45]). The value of InTeM can be either positive or negative. It is the word-frequency that determines the value of InTeM. The reason is that the value of length-weight is invariable for each word of the same length. Positive InTeM value means the exceedance of relative frequency statutory limits for the word of such length that determines its priority rating in the particular text.

To compute InTeM the texts of each author were collected into integrated text file and processed with Russian lexis thematic analysis manipulation program "TemAL" (producer - Irene Popova, project manager - I.E. Voronina, D.Sc. (Engineering), research advisor - D.Sc. (Philology)) and English lexis analysis manipulation program "ProTemAL-Engl" (producer - A.S. Guselnikova, project manager - I.E. Voronina, D.Sc. (Engineering), research advisor - D.Sc. (Philology)). These programs enable both computing InTeM and ranking words in descending order of their InTeM values. All available in digital form texts of each author were processed to compute the InTeM.

When identifying markemes the attention is paid to the words, which one could consider the most significant for the author. They are abstract (without a denotation) lexis, which denotes the most important categories of culture, describe inward world and relations between individuals and society, fundamental notions that correspond to the universal philosophical concepts; words that denote natural objects and so on. As to artifacts they could be considered markemes if they matter symbolically. Thus, it is semantics that determines the word as a markeme. In case of a dispute, one should consult the context.

Besides, a potential markeme has to pass through the system of special filters - grammatical, grammar and semantic, thematic and semantic, stylistic, dialogue, classifying. Those Russian words which are nominative singular nouns and English words in the common case that are not onyms or animate nouns, except *человек, man, creature, fellow-creature* have no stylistic color, are not vocatives or classifying words are available for further analysis. They should not be a part of a construction "Noun in Nominative case + Noun in the genitive". The names of months, days of the week, literary genres, artifacts which are not symbols, words specific for a certain author / genre / art movement and the words used adverbially should also be excluded from further analysis [46].

50 markemes are considered enough for one author. Therefore, a markeme is one of 50 words that passed through all the filters and are ranked in descending order of maximum InTeM value.

As far as markeme Ч-век (F-weight) depends particularly on the total number of words in the texts of each author and this, in its turn, depends both on the number of written works and their availability in digital form, it is necessary to balance InTeM values for each author. The following procedure allows weights comparability. We propose *normalizing of InTeMs* in each author's markeme list according to the formula:

$$NormInTeM_i = \frac{InTeM_i}{\sum_{i=1}^{50} InTeM_i},$$

where NormInTeM - normalized InTeM, i - the number of a markeme in the author's markeme list.

When InTeM of the 50th markeme coincides with InTeM of one or several following markemes the last value of i is the number of the last one. Values of markemes NormInTeMs lie in the range 0-1.

Substantial analysis of maximum force markeme links between the authors of the 19-1 interval needs comparing them with each other and studying linking markemes, which provide markeme links of two or more authors and characterize the level of markeme similarity of all the authors of the interval. When identifying linking markemes only mutual markemes for each pair of authors are considered. The source of mutual markemes is each author markeme list.

IMaS is a quantitative parameter that makes possible determining the level of two authors' markeme vocabulary similarity. The formula for computing IMaS is as follows:

$$IMaS = TotNormInTeM_{MM1} \times TotNormInTeM_{MM2},$$

where IMaS - Index of Markeme Similarity, TotNormInTeM_{MM1} and TotNormInTeM_{MM2} - total normalized InTeM of mutual markemes in the pair. The values of IMaS lie in the range 0-1.

Let us consider the pair Scott - Marryat. TotNormInTeM of Scott's mutual markemes (MM) is 0.6993 and TotNormInTeM of Marryat's MM is

0.6622. So, $IMaS = 0.6993 \times 0.6622 = 0.4631$. IMA_S value of 0.463 rounded to three decimal places is at the intersection of the line “Sct” (Scott) and column 1 “Mrt” (Marryat).

The linking markemes are the markemes of that pair of authors in which IMA_S is the largest for one or both authors. The value of IMA_S characterizes the force of markeme link between two authors. If IMA_S is the largest for one author, we get *oriented link* of maximum force.

In our example, the largest value of IMA_S for Author 1 (Scott) is at the intersection with Author 2 (Marryat) and the largest value of IMA_S for Author 2 (Marryat) is at the intersection with Author 1 (Scott). We call such a link between Author 1 and Author 2 a *mutually oriented link*.

Table 1

Indices of Markeme Similarity for the authors of 19-1 interval

Автор	BrCh	BrA	Bul-Lyt	Gkl	DisB	DisI	CrI	Qcy	Cdge	Lmb	Mrt	Mtn	Sct	Thck	Hzl	ShelM
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
BrCh		0,321	0,265	0,288	0,350	0,193	0,147	0,180	0,121	0,256	0,282	0,175	0,248	0,237	0,202	0,163
BrA	0,321		0,226	0,266	0,281	0,179	0,145	0,174	0,092	0,376	0,346	0,136	0,287	0,339	0,186	0,247
Bul-Lyt	0,265	0,226		0,331	0,354	0,292	0,131	0,312	0,220	0,239	0,364	0,127	0,411	0,229	0,315	0,199
Gkl	0,288	0,266	0,331		0,372	0,204	0,131	0,204	0,165	0,195	0,364	0,089	0,373	0,255	0,233	0,177
DisB	0,350	0,281	0,354	0,372		0,317	0,209	0,195	0,175	0,241	0,355	0,122	0,430	0,340	0,318	0,211
DisI	0,193	0,179	0,292	0,204	0,317		0,185	0,216	0,194	0,296	0,240	0,126	0,354	0,323	0,340	0,202
CrI	0,147	0,145	0,131	0,131	0,209	0,185		0,165	0,068	0,183	0,204	0,098	0,203	0,188	0,137	0,241
Qcy	0,180	0,174	0,312	0,204	0,195	0,216	0,165		0,203	0,228	0,348	0,129	0,265	0,221	0,312	0,173
Cdge	0,121	0,092	0,220	0,165	0,175	0,194	0,068	0,203		0,114	0,162	0,057	0,188	0,089	0,199	0,072
Lmb	0,256	0,376	0,239	0,195	0,241	0,296	0,183	0,228	0,114		0,378	0,200	0,306	0,254	0,198	0,271
Mrt	0,282	0,346	0,364	0,364	0,355	0,240	0,204	0,348	0,162	0,378		0,163	0,463	0,293	0,338	0,186
Mtn	0,175	0,136	0,127	0,089	0,122	0,126	0,098	0,129	0,057	0,200	0,163		0,149	0,167	0,071	0,165
Sct	0,248	0,287	0,411	0,373	0,430	0,354	0,203	0,265	0,188	0,306	0,463	0,149		0,324	0,326	0,176
Thck	0,237	0,339	0,229	0,255	0,340	0,323	0,188	0,221	0,089	0,254	0,293	0,167	0,324		0,274	0,249
Hzl	0,202	0,186	0,315	0,233	0,318	0,340	0,137	0,312	0,199	0,198	0,338	0,071	0,326	0,274		0,167
ShelM	0,163	0,247	0,199	0,177	0,211	0,202	0,241	0,173	0,072	0,271	0,186	0,165	0,176	0,249	0,167	

Research

Our research aims at visualizing and analyzing the markeme links in literary texts of Russian and British writers of the first half of 19th century.

The study subject is texts of 21 Russian and 16 English writers of the first half of XIX century (19-1). The works of Batyushkov (Батюшков), Baratynskiy (Баратынский), Bestuzhev-Marlinskii (Бестужев-Марлинский), Venevitinov (Веневитинов), Vyazemskiy (Вяземский), Gnedich (Гнедич), Gogol (Гоголь), Griboyedov (Грибоедов), Davydov (Давыдов), Delvig (Дельвиг), Zhukovskiy (Жуковский), Zagoskin (Загоскин), Koltsov (Кольцов), Kyukhelbeker (Кюхельбекер), Lermontov (Лермонтов), Odoyevskiy (Одоевский), Pogorelskiy (Погорельский), Polevoy (Полевой), Pushkin (Пушкин), Ryleyev (Рылеев), Yazykov (Языков) were selected to study markeme links in Russian literary texts (original names of Russian writers are given in brackets). As for English literature the works of Charlotte Brontë, Ann Brontë, Edward Bulwer Lytton, Elizabeth Gaskell, Benjamin Disraeli, Isaac Disraeli, Thomas Carlyle, Thomas De Quincey,

Samuel Taylor Coleridge, Charles Lamb, Frederick Marryat, Charles Robert Maturin, Walter Scott, William Makepeace Thackeray, William Hazlitt, Mary W. Shelley were chosen for this analysis.

The target goal needs solving the following tasks: 1. to determine the preferred markeme links between the authors; 2. to study substantially markeme links of maximum force; 3. to compare the linking markemes vocabulary in Russian and English literary texts.

The determination of the preferred markeme links between the authors is done according to the largest value of IMA_S in each pair of the authors. Then a graph that shows main vector links and their force for the authors is drawn. Further study is based on the analysis of those markemes that couple the authors.

According to the largest IMA_S value, two graphs of preferred links for Russian and English writers respectively were drawn.

Markemes in Russian Literature of the First Half of 19 Century. Figure 1 illustrates the graph of preferred links between Russian writers of 19-1.

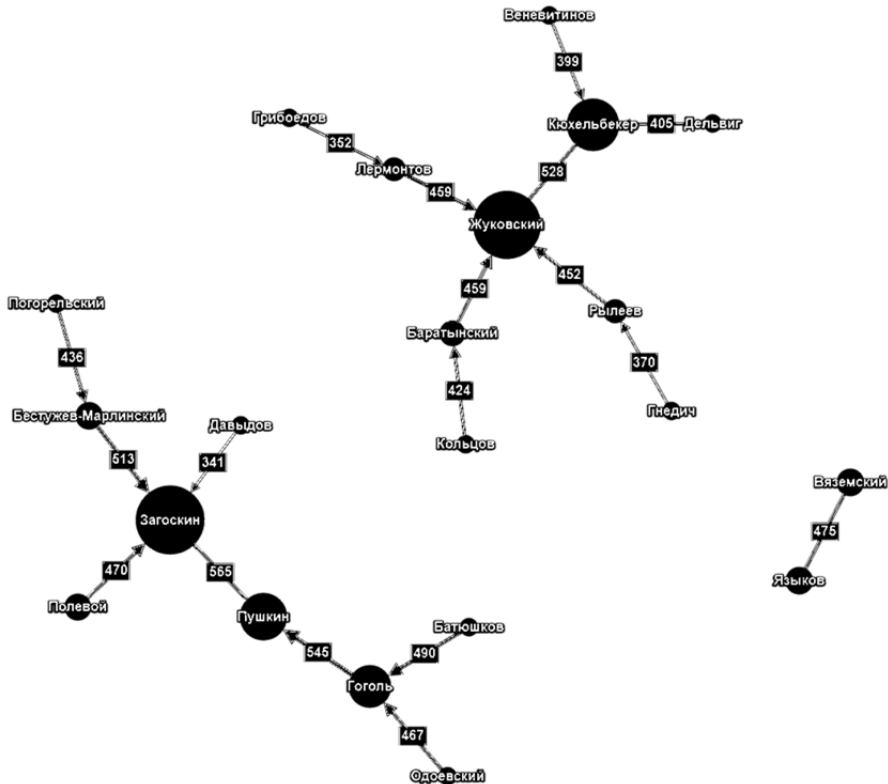


Figure 1. Graph of preferred links between Russian writers of 19-1

Determining the links of maximum force makes possible **analyzing the linking force of markemes** in reference to *Centers of Attraction* (CA). A CA is a group of authors whose links are mutually oriented. In the graph, mutually oriented links are shown as charged non-oriented links. So, among Russian writers two large (Pushkin-Zagoskin, Zhukovskiy-Kyukhelbeker) and one isolated (Vyazemskiy-Yazykov) centers of attraction could be distinguished. This provides the possibility to identify markemes, which link each author with key figures of his/her center and determine the magnitude of the linking force for each markeme of the chronological interval.

The graph illustrates that Bestuzhev-Marlinskiy, Zagoskin, Pushkin, Gogol, Brartynskiy, Lermontov, Kyukhelbeker, Zhukovskiy, Ryleyev, Vyazemskiy, Yazykov have both centrifugal and centripetal links. We consider a link as a centrifugal one when it is oriented from a given author toward the author whose IMA_S is the closest. Those links that are oriented towards the CA are called centripetal in reference to this center of attraction. Those authors who have such links form *Intermediate Centers* (IC) - Bestuzhev-Marlinskiy, Gogol, Baratynskiy, Lermontov, Ryleyev. In the graph all the ICs are linked with CA directly, so they are called ICs of the first order (IC-1). The key figures of CA comprise the ICs of a zero order in reference to each other - Zagoskin, Puskin, Kyukhelbeker, Zhukovskiy, Vyazemskiy, Yazykov. In the periphery of the graph, there are authors who have no centripetal links - Pogorelskiy, Griboyedov, Koltsov, Gnedich. We call them *terminal* authors (the farthest authors from IC). In the process of the analysis, we consider *the principle of links and weights "inheritance"*. This makes possible to identify markeme links between terminal authors and CA.

To determine core and peripheral markemes we use the value of *Total Weight of Markeme Link* in all the pairs of authors (TotLWeight) and to determine the CA power we compute *Integral Linking Weight* (InLWeight) for markemes of key figures of CA. The formula for computing InLWeight is as follows:

$$InLWeight = TotLWeight \times Q_m,$$

where *TotLWeight* - total weight of markeme links, Q_m - the number of links the given markeme provides. The value of *TotLWeight* equals numerically the value of total normalized InTeM of a markeme in all the links it serves.

21 vector links of maximum force including 15 centrifugal and 6 mutually oriented links connect all the writers. These links are provided with 100 markemes, the total number of their use is 428. Their ranking in descending order of InLWeight allows determining core and peripheral markemes. InLWeight arithmetic mean value is taken as the boundary between the core and the periphery. The similar computing of the InLWeight arithmetic mean value InLWeight for core and peripheral markemes respectively make it possible to distinguish a small and a big core among core

markemes and a small and a big periphery among peripheral ones. Table 2 presents the data we use to visualize the core and peripheral markemes distribution based on InLWeight (Fig. 2).

Table 2

Data about the core and peripheral markemes distribution

markeme	InLWeight	markeme	InLWeight	markeme	InL Weight	markeme	InL Weight
человек	195,824	здоровье	13,087	направление	1,61762	красноречие	0,43002
сердце	149,945	характер	11,7414	благодать	1,52766	потребность	0,42612
чувство	106,691	обязанность	11,2366	красота	1,51374	обыкновение	0,41875
воображение	96,2369	страдание	9,84605	надежда	1,2314	преимущество	0,33536
отечество	57,0218	провиденье	9,02221	спасенье	1,23133	погибель	0,32526
внимание	47,0942	удовольствие	8,61144	звезда	1,21787	рассудок	0,31909
спокойствие	46,2709	движение	7,98296	задумчивость	1,19496	восторг	0,31637
счастье	43,738	призрак	7,55937	(мла/моло)дость	1,13509	остроумие	0,30751
природа	39,6729	благословен(и/ь)е	7,53541	веселость	1,08068	очарование	0,3061
богатство	36,8066	справедливость	7,42811	воздух	1,03087	разнообразие	0,27063
любопытство	35,3755	веселье	7,17362	воспоминание	1,0234	удивление	0,26414
радость	32,8559	самолюбие	6,1825	голова	0,98842	забвенье	0,26373
молчан(и/ь)е	30,679	отчаяние	6,12595	история	0,94308	старость	0,25642
солнце	27,4856	сладость	4,9349	невежество	0,93233	торжество	0,25608
достоинство	26,6412	прелесть	4,43421	раскаян(и/ь)е	0,85405	беспокойство	0,24426
добродетель	25,9637	любовь	3,62808	доверенность	0,76594	жребий	0,24409
наслажден(и/ь)е	24,4416	несчастье	3,51491	привязанность	0,706	утешенье	0,20483
блаженство	22,433	возможность	3,30259	деятельность	0,66739	смерть	0,19832
искусство	19,0126	состояние	3,26772	гостеприимство	0,59782	предчувствие	0,1636
впечатление	17,9606	вдохновенье	2,72198	бессмертие	0,55931	несправедливость	0,15397
благодарность	17,2271	человечество	2,30969	храбрость	0,49763	правда	0,15288
доказательство	16,6787	недостаток	2,02237	мужество	0,4906	бешенство	0,11941
мгновен(и/ь)е	14,8524	выражение	1,98496	образование	0,4683	будущность	0,11941
просвещение	14,1904	необходимость	1,68094	способность	0,45431	презрение	0,11941
время	14,0489	свобода	1,67801	общество	0,44472	взгляд	0,04752

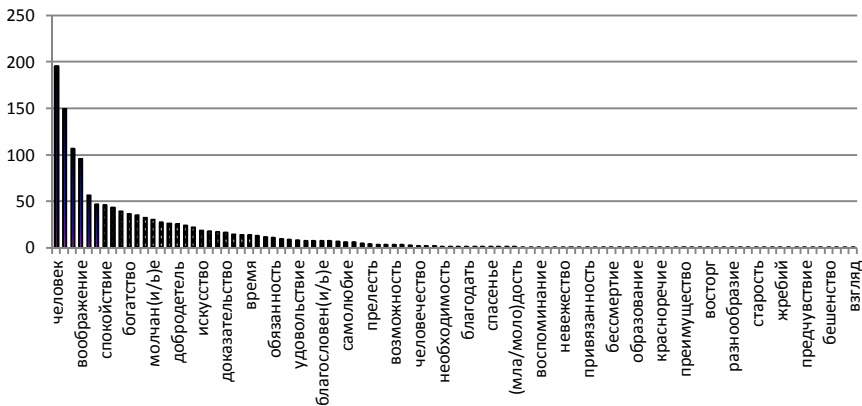


Figure 2. Distribution of core and peripheral markemes based on InLWeight

Arithmetic mean value of InLWeight being 13.38, the core boundary is *время*. The number of core markemes totals 25 and peripheral markemes – 75. Six markemes *человек, сердце, чувство, воображение, отечество, внимание* comprise the small core. The large core includes *спокойствие, счастье, природа, богатство, любопытство, радость, молчание, солнце, достоинство, добродетель, наслаждение, блаженство, искусство, впечатление, благодарность, доказательство, мгновение, просвещение, время*. Peripheral markemes distribute unevenly as well. The small periphery is composed of 20 markemes and the large periphery is composed of 55 markemes. The small periphery includes *здоровье, характер, обязанность, страдание, провиденье, удовольствие, движение, призрак, благословение, справедливость, веселье, самолюбие, отчаяние, сладость, прелесть, любовь, несчастье, возможность, состояние, вдохновение*. The large periphery consists of *человечество, недостаток, выражение, необходимость, свобода, направление, благодать, красота, надежда, спасенье, звезда, задумчивость, молодость, веселость, воздух, воспоминание, голова, история, невежество, раскаяние, доверенность, привязанность, деятельность, гостеприимство, бесмертие, храбрость, мужество, образование, способность, общество, красноречие, потребность, обыкновение, преимущество, погибель, рассудок, восторг, остроумие, очарование, разнообразие, удивление, забвенье, старость, торжество, беспокойство, жребий, утешенье, смерть, предчувствие, несправедливость, правда, бешенство, будущность, презрение, взгляд*.

Markeme analysis of all centripetal links between CA and ICs-1 enables studying bilateral markeme links between key figures of CA, identifying linking markemes and determining markeme specificity of each center.

The first CA (CA-1) unites prosaic writers who group near two key figures of CA-1 Zagoskin and Pushkin and have no markeme links of maximum force between themselves. As Pushkin and Zagoskin constitute ICs-0 in reference to each other, the markeme specificity of IC-0 Zagoskin and that of IC-0 Pushkin were studied. The number of linking markemes in each IC-0 is 25. IC-0 Zagoskin includes 22 passing through markemes and 3 outgoing ones. As for IC-0 Pushkin, it includes 18 passing through markemes and 7 outgoing ones.

Centrifugal links from Pushkin, Davydov, Polevoy, and IC-1 Bestuzhev-Marlinskiy form IC-0 Zagoskin. That IC-1 Bestuzhev-Marlinskiy mediates the link between a terminal author Pogorelskiy and Zagoskin.

Centrifugal links from Zagoskin, Batyushkov, Odoyevskiy and IC-1 Gogol form IC-0 Pushkin. IC-1 Gogol mediates the links between terminal authors Batyushkov, Odoyevskiy, and Pushkin.

The difference between InLWeight of each IC-0 markemes is a method to determine the specificity of IC-0. In this case, a positive differ-

ence specifies IC-0 Zagoskin and a negative difference specifies IC-0 Pushkin (Fig. 3).

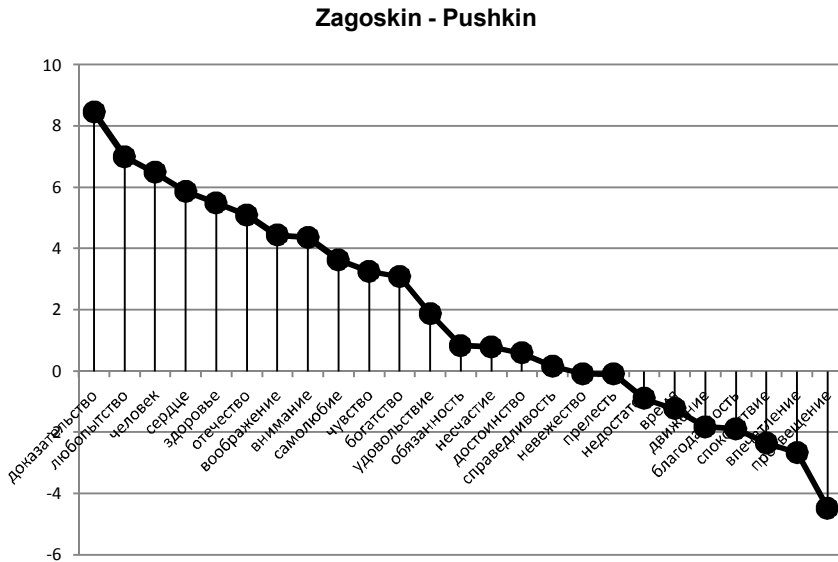


Figure 3. Markeme specificity of IC-0 Zagoskin and IC-0 Pushkin

The core markemes of IC-0 Zagoskin *доказательство, любопытство, человек, сердце, здоровье, отечество, воображение, внимание* and markemes of his small periphery *самолюбие, чувство, богатство, удовольствие* determine the specificity this IC-0. The remainder of IC-0 Zagoskin specific markemes InLWeight ranges from 1.87 to 8.45. The core markemes of IC-0 Pushkin *просвещение, впечатление, спокойствие, благодарность, движение* determine the specificity of the IC-0. The remainder of IC-0 Pushkin specific markemes InLWeight ranges from 1.83 to 4.48. The remainder of other markemes is below mean InLWeight difference of markemes and does not essentially specify any of the IC-0 considered.

To determine a markeme specificity of CA-1 Zagoskin-Pushkin, we ranked markemes of both ICs-0 due to their summarized InLWeight (Fig. 4).

The core markemes of CA-1 include all core markemes of IC-0 Zagoskin and five core markemes of IC-0 Pushkin. The dominant markeme is a small core markeme of two ICs-0 *человек*. The vice-dominant markeme is a small core markeme of IC-0 Zagoskin *любопытство*. The core markemes of two ICs-0 *воображение, внимание* also became core markemes of CA-1. The core markemes of IC-0 Pushkin *достоинство, благодарность, впечатление, спокойствие* passed into the category of the small periphery and *просвещение, движение* passed into the category of the

large periphery. As noted the change in a markeme status influenced only the markemes of IC-0 Pushkin. Thus, we can conclude that the body of CA-1 core markemes is mainly composed of the core markemes of IC-0 Zagoskin, and the body of the peripheral markemes is mainly composed of the peripheral markemes of IC-0 Pushkin.

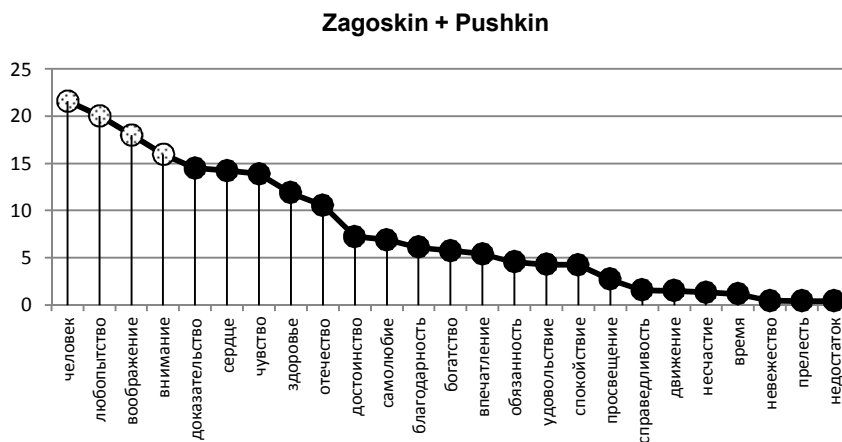


Figure 4. Markeme specificity of CA-1 Zagoskin-Pushkin

As two poets Zhukovskiy and Kyukhelbeker have mutually oriented links, they form CA-2. They have 24 linking markemes. Their common markemes are *человек*, *сердце*. The exclusive markemes of the pair Zhukovskiy-Kyukhelbeker are *благословенье*, *спасенье*.

IC-0 Kyukhelbeker includes 16 passing through and 8 outgoing markemes. The number of the core markemes is 11. Consequently, the number of core markemes tops 46% and that of the peripheral ones tops 56%.

IC-0 Zhukovskiy consists of three ICs-1 Lermontov, Baratynskiy, Ryleyev. Those ICs-1 mediate the link between Griboyedov, Koltsov, Gnedich, and Zhukovskiy. IC-0 Zhukovskiy includes 22 passing through and 2 outgoing markemes. Ten markemes comprise the core and 14 markemes refer to the periphery. The number of the core markemes tops 42% and that of the peripheral ones tops 58%. The proportion of the small (4 markemes – 40%) and the large (6 markemes - 60%) core markemes, the small (6 markemes - 43%) and the large (8 markemes - 57%) peripheral markemes are practically the same.

Сердце, *человек*, *богатство*, *блаженство*, *счастье*, *солнце*, *молчанье*, *добродетель* are specific core markemes of IC-0 Zhukovskiy. *Природа*, *страданье*, *провиденье*, *радость*, *отечество*, *мгновенье* are its small periphery specific markemes. Those markemes InLWeight remainder falls within 1.09-14.78. InLWeight remainder being 1.66, an IC-0 Kyukhel-

beker core markeme *спокойствие* specifies that IC-0 (Fig. 5). InLWeight remainder of the markemes *искусство, чувство, призрак, вдохновение, спасенье, благословенье, наслажденье, воображение, характер* falls within 0.17-0.95 and does not essentially specify any of the IC-0 considered.

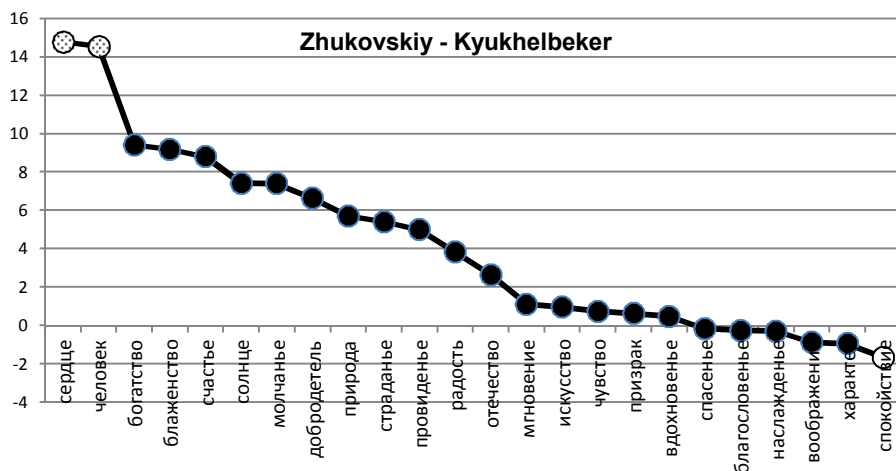


Figure 5. Markeme specificity of IC-0 Zhukovskiy and IC-0 Kyukhelbeker

Markemes of IC-0 Zhukovskiy and IC-0 Kyukhelbeker ranked in descending order of their summarized InLWeight specify CA-2 Zhukovskiy-Kyukhelbeker (Fig. 6).

The core markemes of CA-2 include all the core markemes of IC-0 Zhukovskiy and seven core markemes of IC-0 Kyukhelbeker. The dominant markeme is *человек*. It is a small core markeme of the two IC-0. Another markeme of that kind *сердце* is a vice-dominant markeme. Two more core markemes of the two IC-0 *счастье, блаженство* entered into the small core of CA-2. Such core markemes of IC-0 Kyukhelbeker as *воображение, отечество, спокойствие* passed into the category of the small periphery and *характер* became a markeme of the large periphery. The status change touches mainly the markemes of IC-0 Kyukhelbeker. Alongside with its core markemes that became the peripheral markemes, four peripheral markemes became the core markemes. These are small peripheral markemes *солнце, природа*, and large peripheral markemes *богатство, молчанье* that entered into the core markemes of CA-2. Besides, we registered the redistribution of the markemes only within the peripheral markemes. Thus, we can conclude that markemes of IC-0 Zhukovskiy determined mainly the composition of the core and peripheral markemes of CA-2.

The mutual markemes of Vyazemskiy and Yazykov specify isolated CA Vyazemskiy-Yazykov. The markeme body includes 10 core and 11 peripheral markemes. The markemes *человек, свобода, сердце, природа* con-

stitute the small core and *благодарь, красота, счастье, радость, прелесть, сладость* are large core markemes.

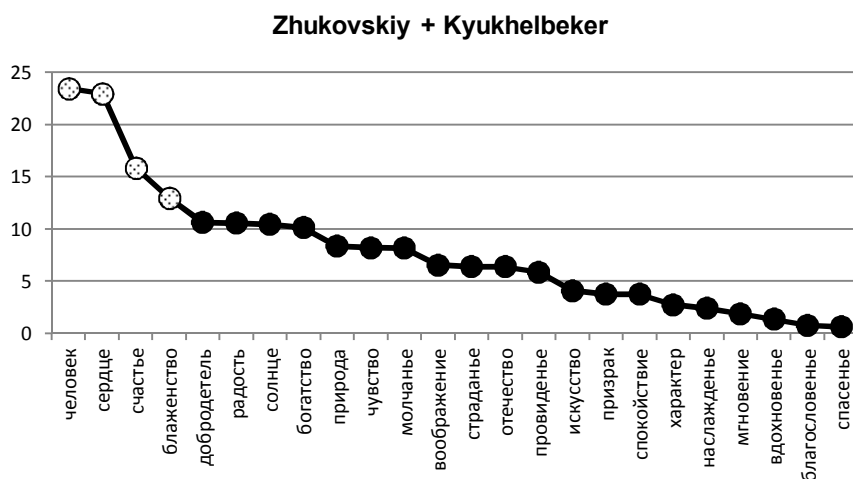


Figure 6. Markeme specificity of CA-2 Zhukovskiy-Kyukhelbeker

There is a link between three CA at the level of individual markemes (Fig. 7).

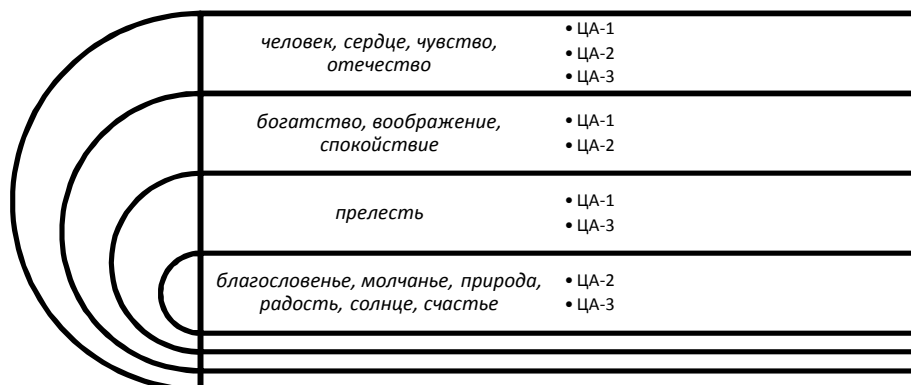


Figure 7. Markemes that link all CA

Hence, 7 markemes link CA-1 Zagoskin-Pushkin and CA-2 Zhukovskiy-Kyukhelbeker, 5 markemes link CA-1 Zagoskin-Pushkin and CA-3 Vyazemskiy-Yazykov. CA-3 Vyazemskiy-Yazykov in its turn has 10 common markemes with CA-2. Thus in spite the fact that there is no direct link of maximum force between centers of attraction there is an indirect

link at the level of individual markemes. These markemes distribute the following way: CA-1 – 5 core markemes, including 2 small core markemes, and 3 peripheral markemes, including 2 small periphery markemes; CA-2 – 9 core markemes, including 3 small core markemes, and 4 peripheral markemes, including 3 small periphery markemes; CA-3 - 6 core markemes, including 3 small core markemes, and 5 peripheral markemes, including 2 small periphery markemes.

Thus, the analysis reveals that

1. In 19-1 the dominant linking markeme is *человек*. It is also a dominant linking markeme in each CA. The vice-dominant linking markeme is *сердце*. It is a vice-dominant markeme of CA-2 represented by two poets Zhukovskiy and Kyukhelbeker.

2. The core markemes body of CA-1 fully agrees with the core markeme body of CA-2. The core markemes body of CA-3 tops 50% of the core markeme body of CA-2.

3. Emotional and mental markemes, markemes that denote personality traits, ideals, values, and rules dominate among linking markemes. There are also markemes that deal with a person as a human and with his physique, nature-made objects and natural phenomena, and relate to philosophical categories.

Markemes in English Literature of the First Half of 19 Century. Figure 10 illustrates the graph of preferred links between English writers of 19-1.

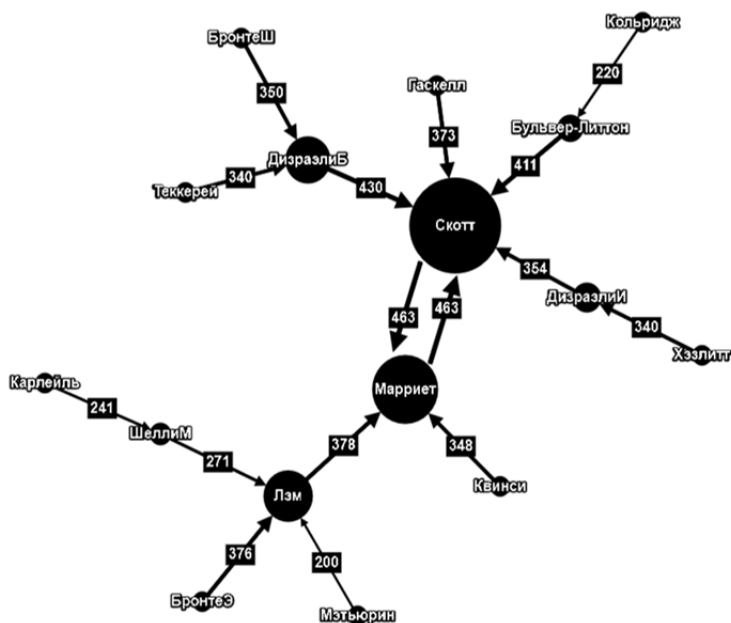


Figure 8. Graph of preferred links between English authors

16 vector links of maximum force including 14 centrifugal and 2 mutually oriented links link all the writers. These links are provided with 86 markemes, the total number of their use is 410. Table 4 presents the data we use to visualize the core and peripheral markemes distribution based on InLWeight (Fig. 9).

Table 4

Data on the core and peripheral markemes distribution

маркема	ИНСВес	маркема	ИНСВес	маркема	ИНСВес
DISAPPOINTMENT	5,94373	INTERFERENCE	0,41262	IMPOSSIBILITY	0,02277
CONSCIOUSNESS	5,84963	DISINTERESTEDNESS	0,38174	LICENTIOUSNESS	0,02191
CONSIDERATION	5,67069	RESPECTABILITY	0,34565	EXTRAVAGANCE	0,02161
DIFFICULT(Y/IES)	5,23688	ACCOMPLISHMENT	0,30857	COMPREHENSION	0,01925
UNDERSTANDING	4,91921	SUPERSTITION	0,29341	COMPANIONSHIP	0,01895
RECOLLECTION	4,31351	CONSCIENCE	0,27838	ANTICIPATION	0,01836
SATISFACTION	3,93239	INSENSIBILITY	0,25272	SELF-CONGRATULATION	0,01829
IMAGINATION	3,85891	EMBARRASSMENT	0,22192	IMPROVEMENT	0,01820
CONTEMPLATION	3,62375	CONSTERNATION	0,21318	SENSIBILITY	0,01741
OPPORTUNITY	3,34506	CONTRADICTION	0,20339	ORIGINALITY	0,01724
INDIFFERENCE	2,95729	CONDESCENSION	0,16727	DISCOMFITURE	0,01717
RECONCILIATION	2,87137	ADMIRATION	0,15924	ANNIHILATION	0,01695
ASTONISHMENT	2,60912	EXPERIENCE	0,14938	UNWILLINGNESS	0,01604
ACKNOWLEDG(E)MENT	2,43351	MAGNIFICENCE	0,14876	SPECULATION	0,01587
DETERMINATION	2,30543	HOSPITALITY	0,14214	ENTHUSIASM	0,01555
ENCOURAGEMENT	2,12108	EXISTENCE	0,14099	CURIOSITY	0,01547
MORTIFICATION	1,74687	FRIENDSHIP	0,13644	CATASTROPHE	0,01528
RESPONSIBILITY	1,74311	TRANQUILLITY	0,10167	INCONVENIENCE	0,01508
GRATIFICATION	1,66775	SELF-POSSESSION	0,08570	INSIGNIFICANCE	0,01492
CONFIDENCE	1,64980	SELF-COMPLACENCY	0,08430	SIMPLICITY	0,01467
INDEPENDENCE	1,48573	EXCITEMENT	0,06511	KNOWLEDGE	0,01427
INDIGNATION	1,42911	CONSOLATION	0,06436	CONVICTION	0,01415
OBSERVATION	1,17183	REMEMBRANCE	0,06408	ATTENTION	0,01368
DISSATISFACTION	1,11759	AFFECTION	0,05978	CARELESSNESS	0,01348
INTELLIGENCE	0,95521	TENDERNESS	0,05973	EXPECTATION	0,01262
DESTRUCTION	0,88289	ASSISTANCE	0,05048	MISFORTUNE	0,01229
RESOLUTION	0,78147	CONTRADISTINCTION	0,03790	PLEASURE	0,01191
MISUNDERSTANDING	0,71440	DISCRIMINATION	0,02797	FELLOW-CREATURE	0,01092
SELF-PRESERVATION	0,54637	MISREPRESENTATION	0,02286		

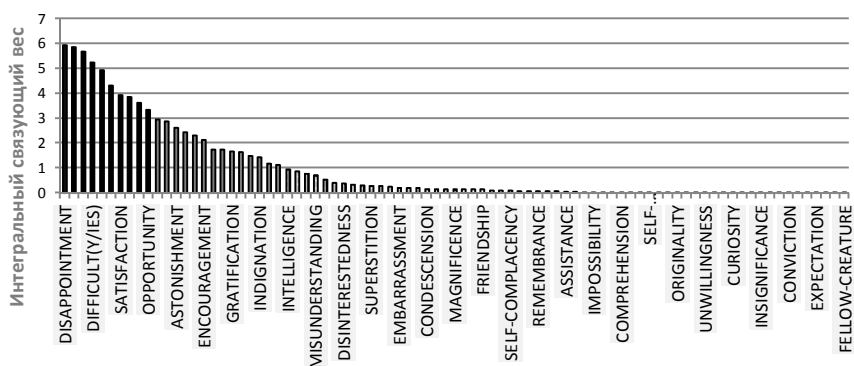


Figure 9. Distribution of the core and peripheral markemes based on InLWeight

InLWeight arithmetic mean value is 0.97, the core boundary is *dissatisfaction*. The markemes *disappointment*, *consciousness*, *consideration*, *difficult(y)ies*, *understanding*, *recollection*, *satisfaction*, *imagination*, *contemplation*, *opportunity* comprise the small core. The large core includes 14 markemes *indifference*, *reconciliation*, *astonishment*, *acknowledgment*, *determination*, *encouragement*, *mortification*, *responsibility*, *gratification*, *confidence*, *independence*, *indignation*, *observation*, *dissatisfaction*. The number of the core markemes totals 24 and the peripheral markemes - 62.

As the graph shows there is one CA Scott-Marryat, four ICs-1 - Lamb, Benjamin, and Isaac Disraeli, Bulwer Lytton, and IC-2 Mary Shelley. Terminal authors are Maturin, Charlotte Brontë, Ann Brontë, Carlyle, Thackeray, Coleridge, and Hazlitt.

The centrifugal links from Marryat, Gaskell and 3 IC-1 B. Disraeli, I. Disraeli, Bulwer Lytton form IC-0 Scott. Those ICs-1 mediate the links between Scott and terminal authors Thackeray, Charlotte Brontë, Coleridge, Hazlitt. IC-0 Scott includes 40 passing through markemes and 3 outgoing ones.

The centrifugal links from Scott, De Quincey, and IC-1 Lamb form IC-0 Marryat. IC-1 Lamb mediates the links between Marryat and Ann Brontë, Maturin and Mary Shelley. At the same time, IC-2 Mary Shelley mediates the link between Carlyle and Lamb and from Lamb with Marryat. IC-0 Marryat includes 38 passing through markemes and 4 outgoing ones.

When determining the markeme specificity of ICs-0 Scott and Marryat we distinguish 2 cores (Fig. 10).

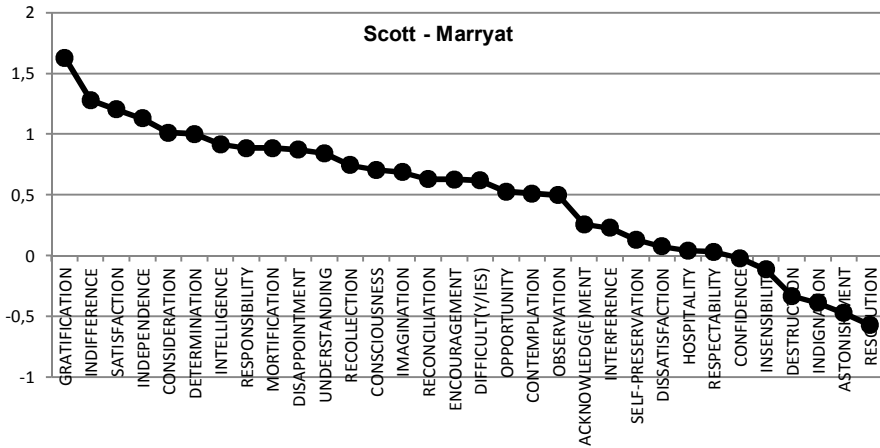


Figure 10. Markeme specificity of IC-0 Scott and IC-0 Marryat

The number of the core markemes in IC-0 Scott (core 1) is 13, the first five of them constitute the small core. The number of the core markemes in IC-0 Marryat (core 2) is 4. They specify IC-0 Marryat. The

markemes *gratification, indifference, satisfaction, independence, consideration, determination, intelligence, responsibility, mortification, disappointment, understanding, recollection, consciousness* constitute core 1. In spite the fact that the core 1 markemes characterize the centripetal links of the two IC-0, the InLWeight values of these markemes in IC-0 Scott exceed the similar values in IC-0 Marryat minimum in 1.5 (*consciousness*), and maximum in 75 (*gratification*) times. Minimum InLWeight remainder characterizes the large peripheral markemes of IC-0 Scott and all peripheral markemes of IC-0 Marryat - *acknowledg(e)ment, interference, self-preservation, dissatisfaction, hospitality, respectability, confidence, insensibility*. For the markemes in IC-0 Scott, the InLWeight remainder ranges from 0.03 to 0.26, in IC-0 Marryat the remainder ranges from 0.02 to 0.11. Therefore, we consider them relatively equivalent markemes that do not essentially specify any of the IC-0 considered. Thus, the core 2 markemes *destruction, indignation, astonishment, resolution* with the InLWeight remainder 0.33-0.57 specify IC-0 Marryat. Listed above the core 1 markemes and the small periphery markemes of IC-0 Scott *imagination, reconciliation, encouragement, difficult(y/ies), opportunity, contemplation, observation* specify IC-0 Scott. Their InLWeight remainder ranges from 0.5 to 1.63.

32 markemes ranked in descending order of their summarized InLWeight are linking markemes of CA Scott-Marryat (Fig. 11).

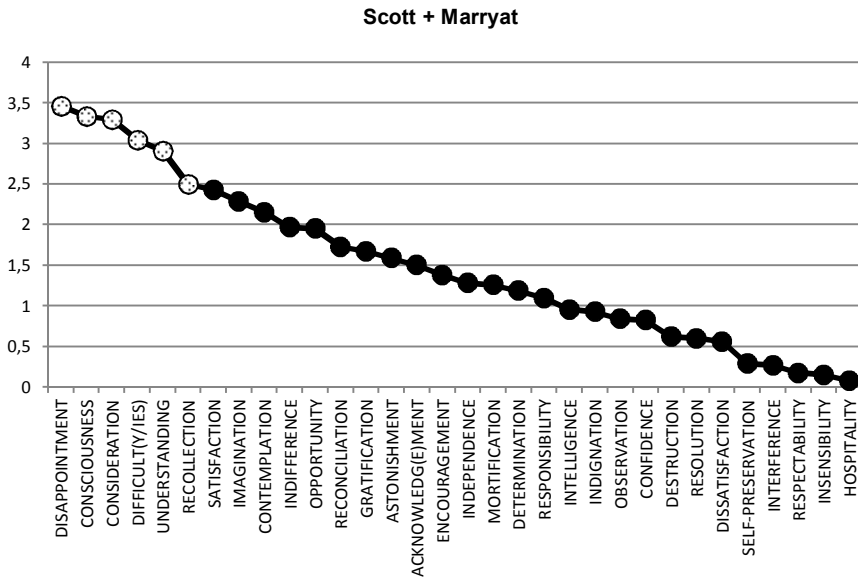


Figure 11. Markeme specificity of CA Scott-Marryat

Core markemes of CA include 13 core markemes of IC-0 Scott and 12 core markemes of IC-0 Marryat. Small core markemes of two IC-0 con-

stitute a small core of CA. The dominant markeme is a dominant markeme of IC-0 Scott *disappointment*. The vice-dominant markeme is a dominant markeme of IC-0 Marryat *consciousness*. *Astonishment*, which is a small periphery markeme of IC-0 Scott, became the large core markeme. The reason is that *astonishment* is a small core markeme of IC-0 Marryat. As for *gratification*, the situation is similar. In IC-0 Scott it is a small core markeme and in IC-0 Marryat it is a large periphery markeme, but in CA it is already a large core markeme. The number of the core and peripheral markemes in CA decreased due to the decrease in the total number of CA markemes (32) as compared to the number of the markemes in IC-0 Scott (42) and IC-0 Marryat (42). Therefore, such large core markemes of IC-0 Scott as *acknowledg(e)ment*, *encouragement*, *independence*, *mortification*, *determination*, *responsibility*, *intelligence* have come into the small periphery markemes in CA. Their status in CA has changed because all the markemes but one *acknowledg(e)ment* belong to the small (*encouragement*, *mortification*) and the large (*independence*, *determination*, *responsibility*, *intelligence*) periphery in IC-0 Marryat. Two large core markemes of IC-0 Marryat *indignation*, *confidence* has become the small periphery markemes of CA as well. Among the markemes that constitute the large periphery of CA alongside with two small periphery markemes of IC-0 Scott *dissatisfaction*, *interference*, two large core markemes *destruction*, *resolution* and two small periphery markemes *dissatisfaction*, *insensibility* of IC-0 Marryat have changed their status. Thus, we can conclude that the rise of markeme status in CA touched mostly the markemes of IC-0 Marryat.

The Specificity of Markeme Vocabulary in Russian and British Literary Texts. The markeme semantic classification enables determining the specificity of markeme vocabulary in literary texts and arranging information for comparative and typological analysis of language and literary processes. Based on the markeme classification proposed by A.V. Kashkina [47] we distinguished 3 basic semantic groups of markemes - abstract, anthropological, natural fact. Figure 12 illustrates the relative weight (in %) of these markeme groups in Russian and British literary texts.

Markemes of all the three basic semantic groups characterize Russian texts. There are no markemes of semantic group 'natural fact', which includes markemes that denote natural phenomena, celestial bodies, flora, naturally occurring materials, landscape elements, in English texts. We can suggest that this results from the fact that Russian texts include both prosaic and poetic texts. There are no poetic texts in analyzed English texts. In Russian and English texts, the markemes of 'anthropological' group predominate. Their relative weight is 11.4% higher in English texts than in Russian ones. Poetic texts could influence 7.4% exceedance of the relative weight of 'abstract' markemes in Russian literary texts.

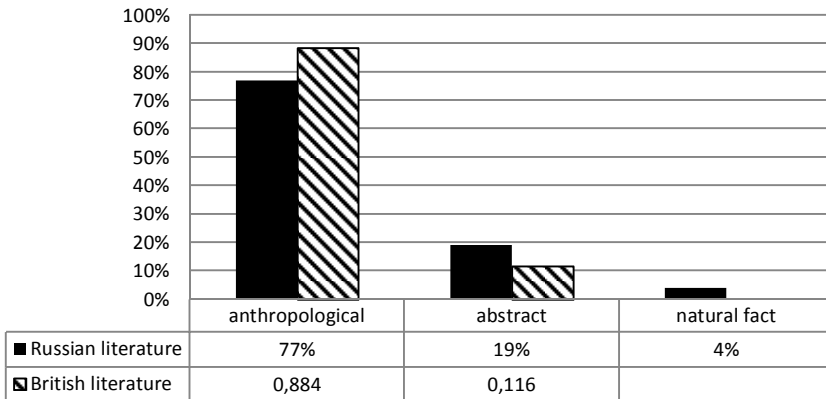


Figure 12. The relative weight of basic markeme groups

‘Anthropological’ group includes markemes that characterize a person. This group can be further divided into several categories. These are ‘corporal’ (words that describe person's appearance, physique, and age), ‘personal’ (words that characterize the inward man), ‘social’ (words that characterize a person's interaction with other people and the society). The category of ‘personal’ markemes includes such markeme subcategories as ‘emotional’ (describes person's emotions), ‘mental’ (connected with person's intelligence and mental activity), ‘intrinsic’ (describes personal qualities and a person's character). The category of ‘social’ markemes includes the following subcategories: ‘values’ (moral, religious, aesthetic, philosophical beliefs), ‘interpersonal dealings’ (communicative, physical, psychological), ‘purely social’ (the structure of the society, social problems, social and religious relationships, circumstances, an activity, an assessment of an event or a state and so on). The group of ‘abstract’ markemes includes the categories of ‘fundamental’ and ‘qualitative’ markemes. The most generalized basic notions connected with a knowledge system of fundamental concepts, principles, and basis of human existence constitute the category of ‘fundamental’ markemes. In our study ‘space’ markemes *движение, пространство* form the category of ‘qualitative’ markemes.

Table 5 illustrates the composition of semantic groups according to the categories and subcategories.

Table 6 presents quantity distribution of markemes throughout the semantic groups according to the categories and subcategories in Russian and English texts.

For further comparison of the semantic groups of markemes, the relative weight (in %) of each group considering categories and subcategories was computed. The total number of linking markemes in Russian and English texts separately is taken as 100%.

Table 5

Group	Category	Subcategory	Russian texts	English texts	
Anthropological	Personal	Emotional	благодарность, благодать, блаженство, веселость, веселье, восторг, надежда, наслажден(и/ь)е, отчаяние, презрение, радость, раскаян(и/ь)е, сердце, сладость, спокойствие, страдание, счастье, удивление, удовольствие, чувство	acknowledge(e)ment admiration, astonishment, consternation, disappointment, discomfiture, embarrassment, enthusiasm, excitement, dissatisfaction, gratification, indifference, indignation, insensibility, mortification, satisfaction	
		Mental	вдохновенье, взгляд, внимание, воображение, воспоминание, впечатление, доверенность, забвенье, задумчивость, очарованье, предчувствие, рассудок, состояние, способность	anticipation, attention, comprehension, confidence, conscience, consciousness, consideration, contemplation, conviction, curiosity, discrimination, expectation, imagination, intelligence, misrepresentation, observation, pleasure, recollection, remembrance, speculation, superstition, understanding, unwillingness	
		Intrinsic	достоинство, красноречие, любопытство, мужество, невежество, недостаток, обыкновение, обязанность, остроумие, самолюбие, характер, храбрость	carelessness, determination, disinterestedness, responsibility, resolution, self-complacency, self-congratulation, self-possession, self-preservation, sensibility, simplicity, tenderness, tranquility	
	Social	Values		добродетель, искусство, красота, несправедливость, правда, прелесть, свобода, справедливость	licentiousness
			Mystical	призрак	
		Interpersonal dealings		выражение, молчан(и/ь)е, благословен(и/ь)е, гостеприимство, деятельность, любовь, привязанность, утешенье	affection, assistance, companionship, condescension, consolation, contradiction, contradistinction, encouragement, friendship, hospitality, inconvenience, interference, misunderstanding, reconciliation

Group	Category	Subcategory	Russian texts	English texts
		Purely social	богатство, история, несчастье, образование, отечество, общество, просвещение, торжество	accomplishment, catastrophe, extravagance, improvement, insignificance, magnificence, misfortune, originality, respectability
	Corporal		голова, здоровье, (мла/моло)дость, старость	
Abstract	Fundamental		бессмертие, будущность, возможность, время, доказательство, жребий, мгновен(н/ь)е, необходимость, погибель, потребность, преимущество, провиденье, разнообразие, смерть, спасенье, человек, чело-вечество	annihilation, destruction, difficult(y/ies), existence, experience, fellow-creature, independence, impossibility, knowledge, opportunity
	Qualitative	Space	движение, направление	
Natural fact			воздух, звезда, природа, солнце	

Table 6

Quantity distribution of markemes throughout semantic groups

Group	Category	Subcategory	Russian texts	English texts
Anthropological	Personal	Emotional	22	16
		Mental	14	23
		Intrinsic	12	13
	Social	Values	8	1
		Mystical	1	-
		Interpersonal dealings	8	14
		Purely social	8	9
Corporal		4	-	
Abstract	Fundamental		17	10
	Qualitative	Space	2	-
Natural fact			4	-
Total markemes:			100	86

To determine exactly what kind of values, the components of interpersonal dealings and social aspects specify Russian and English literary texts a full classification of the subcategories 'values', 'interpersonal dealings' and 'purely social' in the category 'social' markemes was also performed. In the subcategory 'values' we distinguished separately human (*правда, свобода, справедливость, несправедливость*), moral (*добродетель, licentiousness*) and aesthetic (*искусство, красота, прелесть*) values. In the subcategory 'interpersonal dealings' we separate communication (*выражение, молчан(н/ь)е*), in the subcategory 'purely social' - social and economic (*бо-*

затство, extravagance, magnificence, respectability), social-political (устория, отечество), sociocultural (образование, просвещение), event-related (несчастие, торжество, catastrophe, misfortune), evaluative (insignificance) and performance (accomplishment, improvement, originality).

The relative weight of markemes in each category / subcategory has been computed according to the formula

$$W = \frac{\sum i_k}{\sum i} \times 100,$$

where W - the relative weight, $\sum i_k$ - the number of markemes in a separate category/subcategory, $\sum i$ - the total number of linking markemes. So, the relative weight of the subcategory 'emotional' markemes in Russian texts is equal to $W = \frac{22}{100} \times 100 = 22\%$, whereas, in English texts, the relative weight of the same markeme subcategory is $W = \frac{16}{86} \times 100 = 18,6\%$. The relative weight of each markeme category/subcategory has been computed in a similar way. Table 7 presents the data obtained.

Table 7

Linking markemes distribution in categories

Category / Subcategory	Russian literature	British literature
emotional	22%	18,60%
fundamental	17%	11,60%
mental	14%	26,70%
intrinsic	12%	15,1%
social and economic	6%	3,50%
interpersonal dealings	6%	16,3%
natural fact	4%	
physical parameters of a person	4%	
human values	4%	
aesthetic values	3%	
communicative	2%	
space	2%	
moral values	1%	1,2%
event-related	2%	2,30%
mystical	1%	
evaluative		1,2%
performance		3,50%

To specify linking markemes both for Russian and English texts we perform a procedure of determining the difference in the relative weights of markemes for each category / subcategory. Positive difference specifies the category for Russian texts and the negative difference does the same for English texts (Fig. 13).

The semantic group 'natural fact', the category of 'fundamental' markemes, the subcategories of 'corporal' and 'emotional' markemes of the 'personal' category and subcategories 'values', 'communicative interpersonal dealings', 'purely social' of the 'social' markemes category specify Rus-

sian texts. The subcategories of ‘mental’ and ‘intrinsic’ markemes of the ‘personal’ category and the subcategories ‘interpersonal dealings’ and ‘purely social’ markemes of the ‘social’ category specify English texts.

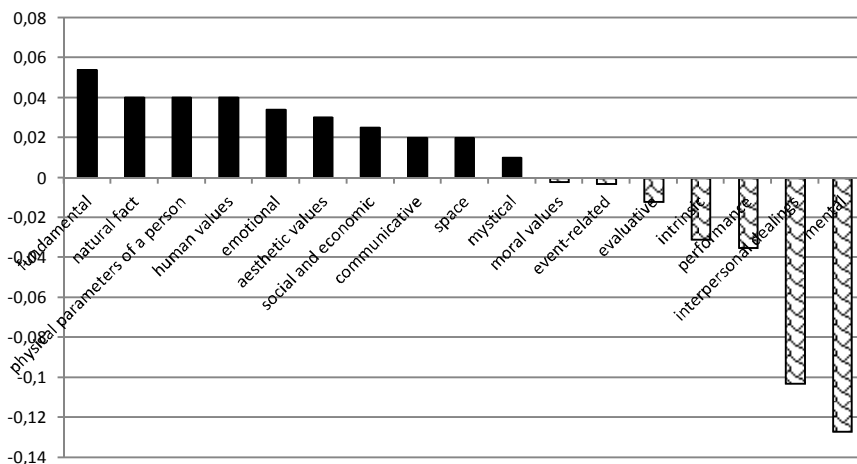


Figure 13. Markeme specificity of Russian and English texts

Conclusions

The comparison of the specific linking markemes vocabulary in the centers of attraction among Russian and English authors reveals the existence of only 4 coinciding markemes - *воображение* (96,2369) - *imagination* (3,8589), *наслаждение* (24,4416) - *gratification* (1,6676), *обязанность* (11,2366) - *responsibility* (1,7431), *удовольствие* (8,6114) - *satisfaction* (3,9324). Russian literary texts show great InLWeight exceedance of those markemes. Minimum exceedance is 2,2 times for markemes *удовольствие* - *satisfaction*, maximum exceedance is 24,9 times for *воображение* - *imagination*.

On the whole among specific markemes in the Russian centers of attraction there distinguished markemes that describe a person as a human being, his physique (*человек, голова, здоровье*), nature-made objects and natural phenomena (*воздух, звезда, природа, солнце*). Among Russian markemes, there also distinguished markemes that relate to such philosophical categories as *время, мгновение, провиденье, свобода, счастье*. Nevertheless, the major part of the specific markemes characterizes a person as a personality and a member of the society. These are emotional and mental markemes and markemes, which describe personality traits, ideals, values, and rules. There are five Russian linking markemes with negative semantics - *невежество, недостаток, несчастье, страдание, призрак*. It is 5% of the total number of linking markemes.

Among specific English markemes, there are markemes which characterize a person as a personality and a member of the society. There are seven markemes with negative semantics - *disappointment, mortification, indignation, dissatisfaction, destruction, difficulties, and interference*. It is 8% of the total number of linking markemes. There are no other semantic categories of English markemes.

In Russian literary texts there distinguished 3 major semantic groups of markemes - 'anthropological', 'abstract' and 'natural fact'. There is no semantic group 'natural fact' in English texts. Maximum relative weight characterizes the 'anthropological' group of markemes in each literature. Russian 'anthropological' markemes constitute 77%, English markemes – 88.4%. It is followed by the 'abstract' group, in which the relative weight of Russian markemes is 19% and of English markemes - 11.6%, and the group 'natural fact' whose relative weight is 4% for Russian markemes only. The relative weight of English 'anthropological' markemes is 11.4% higher than that of Russian ones whereas the relative weight of Russian 'abstract' markemes is 7.4% higher than that of English ones.

Thus, the semantic group 'natural fact', the category of 'fundamental' markemes, subcategories of 'corporal' and 'emotional' markemes of the 'personal' category and subcategories 'values', 'communicative interpersonal dealings', 'purely social' of the 'social' markemes category specify Russian texts. The subcategories of 'mental' and 'intrinsic' markemes of the 'personal' category and the subcategory of 'interpersonal dealings' and 'purely social' of the 'social' markeme category determine markeme specificity of English texts.

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VASILII BELOV AND THE RUSSIAN IDEA

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Abstract. Vasilii Ivanovich Belov (1932-2012) was one of the most well-known and outspoken of the 'village writers' who came to prominence in the Soviet Union in the 1960s, and in the age of 'glasnost' and post-Soviet times attracted much attention and even vilification for his nationalist and apparently xenophobic views. In his documentary account of village life and customs published in the journal *Nash sovremennik* between 1979 and 1982, and subsequently in illustrated book form, Belov provides in great detail and with much personal warmth the history of the northern Russian village, its people, customs and way of life as it has developed over the centuries, showing a place seemingly outside of time and untouched by historical developments. *Lad: ocherki o narodnoi estetike* may yet prove to be his most enduring contribution to post-Soviet reflections on 'the Russian idea', and Russia's relationship with Europe.

Keywords: village prose, Russian idea, history, rural culture.

Introduction

In late Soviet and post-Soviet Russia Belov's writings on the fate of Russia in the twentieth century echo the philosophical meditations on 'the Russian idea' first articulated by Fedor Dostoevskii and Vladimir Solov'ev in the nineteenth century, and further developed by Nikolai Berdiaev in the twentieth. Although shorn of its God-building and Messianic dimensions, Belov's writings on the fate of Russia and its relationship with the West exhibit a similar sense of Russian exclusivity and its Christian 'mission'.

The writer and editor Sergei Zalygin (1913-2000) noted that the main feature of Belov's writing was his interest in the Russian village, and especially, 'the village least touched by modern changes' [5]. Belov's admiration of village folk for their strength and inner resilience springs from his own experience of the rural north-west of Russia, from his own observations of the life and customs of the area which was his birth-place and home. Like other 'village writers', he portrayed village life in partial and positive words and images, and injects a note of menace when urban values threaten pastoral calm. In the traditions of village prose, a constant feature of Belov's writing is the conflict between town, representing the industrial future, and village, the repository of age-old values and traditions. Nowhere is this more clearly demonstrated than in his documentary work entitled *Lad*, in which the themes of his fiction published before and since are crystallized and given their clearest expression.

Analysis

Lad was published in the journal *Nash sovremennik* between 1979 and 1982, and then as a fulsomely produced book published by Molodaia gvardiia in 1982. The book edition is generously illustrated with photographs and prints depicting village life in Vologda, Arkhangel'sk and Kirov districts in the Russian North. Subtitled 'essays on folk aesthetics' *Lad* is a documentary record of the life of the north Russian village in all its aspects, and is closer to the philosophy and gentle meditation on life seen in *Privychnoe delo* than in Belov's works published in the intervening years, and so it is apposite to be discussed here.

Lad is not merely a document, but also a celebration of village life. The peasant's view of the world is one where humans and animals belong to the same moral universe, where human life accords with the passage of the seasons, and where human affairs are marked by a profound natural rhythm and unity. Unlike Belov's earlier works, however, *Lad* examines the crafts and arts practised in the village, the trades and occupations characteristic of rural life, and the many activities and games prevalent in the village.

It begins with an account of village life in its everyday aspects from Spring through to the holidays and celebrations of Summer, when people combined work with brewing beer and visiting each other's homes, and then through to Autumn and Winter. The trades and tradesmen of the countryside, the carpenters, millers, shepherds, boot-makers, joiners, boatmen, stove-makers, even the beggars, are described in considerable detail. These were, Belov tells us, 'основные профессии, имевшие экономическое и эстетическое значение в жизни крестьянина'¹. Much space is also devoted to how these trades are learned and mastered, as well as to the occupations of the village women, such as weaving and threshing flax.

Thus, we learn that the stove-maker was respected in the village community as much as the priest or the school-teacher because the stove also had a spiritual significance:

Если в духовном смысле главным местом в хоромах был красный угол главной избы, то средоточием, материально-нравственным центром, разумеется, была русская печь, никогда не остывавший семейный очаг. (49)

It helped feed, heal and comfort those of all ages. Potters and craftsmen worked 'в стремлении к божеству... не в борьбе с окружающей природой, а в содружестве с ней' (51), and thus what they created, the ar-

¹ Vasilii Belov, *Lad: ocherki o narodnoi estetike*, Moscow: Molodaia gvardiia, 1982, p. 56. All subsequent references to this work in the text are to pages in this edition.

tistic image, had a spiritual quality. Artists, indeed, were distinguished by their patience, their love for their work and knowledge of the tradition in which they worked. The works they created were therefore timeless.

Hunters and fishermen likewise worked hand in hand with nature, and felt a link with the world around them:

Неподдельное и самое тесное общение с природой (вернее, не общение, а слитность которая сводит на нет ужас небытия, смерти, исчезновения), соперничество с природой, радость узнавания, риск, физическая закалка, какое-то странное самораскрытие и самоутверждение – все это и еще многое другое испытывают охотник и рыболов. (75)

Knitting, sewing, handicrafts, wickerwork, lacework, silver-engraving and wood-carving retain a spiritual quality. As acts of creativity, and to Belov the human soul becomes embodied in them. Even more mundane work, such as building a house, a bath-house, hay-making or making children's toys from clay or wood are described in detail, and is equal in importance to the making of spoons, dishes and other household utensils. Both work and art in the village typify the representation of nature in what man creates:

‘Душа человеческая, через посредничество рук... вдыхает жизнь, то есть красоту, в дремлющий, но всегда готовый ожить брус гранита, дерева, или моржового клыка. (89)

The harmony and rhythm of human life are emphasised, as the times of a man's life change as naturally as the seasons of the year, an idea also expressed in his earlier works *Derevnia Berdiaika* (1961) and *Privychnoe delo* (1966). The life of the villager is recorded from childhood to old age. As he grows up and develops, the young village lad learns to fish, to make an axe, to chop wood and to get to grips with the conventions of courting. Marriage is the most important and responsible event in the villager's life: it marks the dividing-line between youth and manhood. Death holds no terror for the Russian peasant, it is merely the release from the bodily torments of old age and the moral torment of not being able to work any more. Belov depicts death as a natural and organic culmination of life, not unlike other ‘village prose’ writers or, indeed, Ivan Turgenev and Lev Tolstoi. As he states:

Естественная и закономерная последовательность в смене возрастных особенностей приводила к философско-религиозному и душевному равновесию, к спокойному восприятию конца собственного пути... Именно постеловательность, постепенность. (132)

Although the games played by village children are described in detail, and their rationale and the joy obtained, much more important is the moral and spiritual lesson of childhood. The new-born baby is ‘на грани яви и сна’ (177), and the games themselves are ‘серебро и золото детства’ (178). In true Romantic fashion, the legacy of childhood stays with the adult throughout his life:

Долгое, очень долгое расставание с игрой у нормального человека... Только сломленный, заостеневший, не вовремя постаревший, злой или совсем утративший искру божью человек теряет потребность в игре, в шутке, в развлечении. (184)

The customs and rituals of village life - funerals, weddings, Christmas, Christenings, match-making - are all major events, and have their own place and procedure in the life of the village. So do the festive holidays, the fairs, and the village assembly, where the elders of the village would decide questions arising from the village economy or social make-up, and where the young would spend their evenings in summer. The high points of the village calendar revolve around Orthodox festivals, such as Christmas, Shrove-tide and Easter.

Emphasised throughout the presentation of village festivals is their communal character. Similarly, family celebrations involved the whole village, even when the occasion was not a joyful one, such as a son's recruitment into the army. The sense of community spirit, the feeling of responsibility for one's neighbour, are tied up with the influence of the Church on the habits of the villagers. Thus, beggars, the blind, cripples, orphans, the poor and those in reduced circumstances, as well as soldiers recently returned from a war, would all be helped by rural folk because ‘не приютить странника или нищего, не накормить проезжего издревле считалось грехом’ (46).

The unity of this world with the world of nature is accepted. The forest is a place for solitude and contemplation, the shepherd addresses animals on first-name terms, and knows the personal likes and prejudices of each of his charges, their habits, cunning tricks. Dogs, cats, cows, calves and horses have their own names:

Жизнь домашних животных никогда не противопоставлялась другой, высшей, одухотворенной жизни – человеческой. Крестьянин считал себя составной частью природы, и домашние животные были как бы соединяющим звеном от человека ко всей грозной и необъятной природе. Близость к животным, к природе смягчала холод одиночества, который томил душу человека при взгляде на далекое мерцание Млечного Пути. (147)

The closeness to nature nurtures not only physical creativity, as outlined above, but also the peasant imagination, his ability to create a fantastical, poetic world out of the everyday. Animals could assume supernatural form, so that a cat could seem to be a *domovoi* at night, a wolf could become a werewolf (*oboroten'*), and each household would have its spirit associated with its buildings, such as the bath-house, the courtyard, the threshing-floor or the sheep-pen. These spirits could protect or cause annoyance (for example, by hiding something), and a man going away for a long period may ask the courtyard spirit (*dvorushko*) to protect the house in his absence. He may be answered by a rustle of the broom in the wind.

The interconnectedness of the material and the immaterial worlds is also expressed in the boundary between life and death:

считалось, что небытие после смерти то же, что небытие до рождения, что земная жизнь дана человеку как бы в награду и дополнение к чему-то главному, что заслонялось от него двумя упомянутыми тайнами. (133)

Lad continually relates the unity of man and nature, and the dependence of man's daily activity and spiritual life on the natural rhythm of the life all around him:

Почти все трудовые дела сплелись у сельского жителя с природой, а природа ритмична: одно вытекает из другого, и все неразрывно между собой. Человек всегда ощущал свое единство с природой. Это в союзе с ней он создавал сам себя и высокую красоту своей души, отраженную в культуре труда. (35)

A major section of the book is entitled 'Nachalo vsekh nachal', and is devoted to folk literature¹. The word, whether spoken or written, is an expression of the 'стремление к прекрасному' (197), the aesthetic ideal. Belov asserts that folk literature, through the various genres of *predanie*, *byval'shchina*, *skazka*, *bukhtina*, and song and music have their own moral code. Like the everyday round of the peasant, his culture combines reality with the fantastic. The *predanie* is dependent on the ability to exaggerate actual events, the *byval'shchina* relies on the clash of the real and the fantastic, the *skazka* mingles truth with the unlikely in such a way that the listener is unsure whether to believe it or simply laugh, and the *bukhtina* is a joke or

¹ Another sub-heading, 'Ne khlebom edinyim', is included in the original journal publication (*Nash sovremennik*, 1980, no. 3) but is missing from the book edition, presumably because of its explicit Biblical association.

anecdote that subverts common sense. In this culture the fantastic element in essentially humorous, absurd or irrational¹.

Songs, accorded much importance in the spiritual life of the peasant in Belov's earlier work, symbolize the peasant's innate feeling for music. Poets could write verses on any amusing topic to the rhythm of a *chastushka*. Music was inspired by the natural and rhythmical sounds of the surrounding countryside, the forest and the river. Water splashing in a storm arouses trepidation in a man's soul, as does the wind at night which prevents him from наличие зрителя and man's music binds him to this world:

Слияние естественных природных шумов и звуков с искусственно-музыкальными вызывает ощущение волшебства...
Печальный и нежный голос пастушьего рожка так необходимо-естественен среди этих теплых лесов! Он ведет свою мелодию, и она, словно тонкая нить, связывает безрежность мира с душой человека. (255)

The art and culture of the way of life described in *Lad* is seen as an organic part of that life, and the artistic image is thus the 'родное дитя традиции, оплодотворенной вдохновением художника' (286). The image is born of rhythm and a natural symmetry. Belov sees the sublime qualities of art that embodies the truth of life in direct contrast to the consumer art of TV, film and the radio today:

По глубокому убеждению автора, в наше время сформировался «полупроводниковый» характер культуры, когда радио, телевидение, кино, концерты вырабатывают потребительское отношение к культуре, а сама культура напоминает улицу с односторонним движением. Люди разделены на две части: одни на сцене поют и пляшут (создатели), другие внизу смотрят и слушают (потребители). Художественная самодеятельность, в которой бы участвовали все без исключения, в клубных условиях невозможна. Хотя бы по той причине, что любая эстрада, любая сцена подразумевает наличия зрителя, так сказать, потребителя. В этом принципиальная разница между художественной самодеятельностью и такими явлениями, как старинная свадьба или ны-

¹ Belov's use of folklore in the structure and characterization in his works has been discussed in two excellent articles by T. Krivoshchapova: 'Rol' prozaicheskikh fol'klornykh zhanrov v tvorchestve Vasiliia Belova', *Vestnik moskovskogo universiteta*, 10 (Filologiya), 4 (1976), 33-44, and 'Skaz i rasskazchik v proze V. Belova', in D. N. Medrish (ed.), *Problemy iazyka i stilii v literature*, Volgogradskii gosudarstvennyi pedagogicheskii institut, 1978, pp. 94-101.

нешняя горка на Усть-Цильме, в которых участвуют все и где нет разделения на артистов и зрителей. (290 (n.))¹

The rhythm and unity of the Russian village, of man and nature, are lost in the modern world which Belov judges in extremely negative terms. The city represents the loss of innocence and spiritual richness, and his idyllic picture of life in the village is directly expressed in this extended quotation from the book's introduction (which could also serve as its conclusion):

Ритм – одно из условий жизни. И жизнь моих предков, северных русских крестьян, в основе своей и в частности была ритмичной. Любое нарушение этого ритма – война, мор, неурожай – лихорадило весь народ, все государство. Перебои в ритме семейной жизни (болезнь или преждевременная смерть, пожар, супружеская измена, развод, кража, арест члена семьи, гибель коня, рекруство) не только разрушали семью, но сказывались на жизнь и всей деревни.

Ритм проявлялся во всем, формируя цикличность. Можно говорить о дневном цикле и о недельном, для отдельного человека и для целой семьи, о летнем или о весеннем цикле, о годовом, наконец, о всей жизни: от зачатия до могильной травы...

Все было взаимосвязано, и ничто не могло жить отдельно или друг без друга, всему предназначалось свое место и время. Ничто не могло существовать вне целого или появиться вне очереди. При этом единство и цельность вовсе не противоречили красоте и многообразию. Красоту нельзя было отделить от пользы, пользу – от красоты. Мастер назывался художником, художник – мастером. Иными словами, красота находилась в растворенном, а не кристаллическом, как теперь, состоянии. (7)

Conclusion

Belov's idealization of the village and the past, as expressed in his work of the 1960s and 1970s, spills over into a nationalistic fervour bordering on xenophobia in the more liberal times of the 1980s and 1990s, where the 'rhythm' and unity nurtured and developed in the village are markedly

¹ Belov's conservative, not to say reactionary, views on popular art and the media have found expression elsewhere, and will be discussed later in relation to his works on urban life. For instance, in 1980 he railed against 'халтура и циничный вкус' in film and the theatre, where nudity is 'чуть ли не норма'. This, as well as TV, is to him 'not art'. See 'Da polnote, iskusstvo li vse eto?', *Komsomol'skaia pravda*, 4 July 1980, p. 2.

absent in stories about urban life, and where the incursion of rationalist ideas in the form of dekulakization and collectivization of agriculture destroy the spiritual and cultural foundations of the Russian village.

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FROM SIBERIA WITH LOVE: IMAGES OF SIBERIA IN CONTEMPORARY AMERICAN NOVELS

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Abstract. Here is analyzed and attributed the concept of Siberia and its connection with zoomorphic code within the materials of contemporary American literature. The purpose of this research is to investigate how this connection is implemented in the image of Siberia and how it is related to the imaginative geographies of the texts.

Keywords: Siberia, imaginative geographies, zoomorphisms, comparative literature.

Introduction

Bright student time during the bachelor's program flies imperceptibly. You will not believe when four years have passed and you come out with a diploma and hopes for a bright future, confident in yourself and in your knowledge. A student can rock mountains!

Recently, I have graduated from Tomsk State University - it was almost a year and a half ago. That time I thought that I had been taught everything and the only thing I should do is to go and show off. The next step was applying for the Master's and I have done it easily. Though, the very first day saw my failure on the course "Translation of an artistic text" when I got lost in literary terms, although philology is my major and I am proud of my knowledge. Things happen. Anyway, it was not the main reason for remembering my first year of Master's. The real amazement came when I understood that I knew nothing about the city, region and culture I live in. The question "What is Siberia?" seems to be utterly simple. Several months ago I might answered: just a region in Central Russia. However, having studied in TSU Master's for a year, I learnt, heard and was astonished by a lot of remarkable things. Get ready to be amazed.

Siberia in contemporary English novels

To begin with, I was proposed to take up Siberian representations in English-written novels by my research supervisor Natalia Nikonova, PhD in Philology. Having spent several weeks in libraries, I formed a list of contemporary text set in my region. The first thing that amazed me was the

number of novels: 26 books about Siberia have been published since the middle of 20th century. The size of the region (1.5 Brazil, 4 Indias, 19 Frances, moreover, it is 56% of all territory of Russia) is appealing for various plots, the novels are published approximately once in five years. Among the authors one can find both popular persons as James Meek and his widely and unfavorably known novel *People's Act of Love* and, at the same time, artists who devote their life to collect information about Siberia. Though, there have been published only several books that were not interesting for mass media, these novels contributed to my research. Among them is historical-anthropological novel *The Reindeer People: Living with Animals and Spirits in Siberia* (2006) by Piers Vitebsky. Analyzing these sources, I noticed a tendency to represent Siberia through zoomorphic images due to the emphasized role of fauna in the plots.

The Bear and the Dragon as world-wide zoomorphic symbols

The topic has been chosen and the recourses were worked through. My research began from the analysis of bestsellers, including a techno-thriller *The Bear and The Dragon* (2001) by an American well-known author, Tom Clancy. In terms of zoomorphic insertions, this novel is utterly symbolical and stereotypical: the bear stands for Russia, the dragon represents China, and the USA is shown as a mediator without need for any animal mascot - the image structure is as simple as ABC. However, at the same time, I have never thought that Siberia could be viewed by other cultures as a profitable colony. T. Clancy depicts an abundant place full of natural resources and ancient treasures, yet it is inhabited by tribes of reindeer herders who do not appreciate these riches. Indeed, my region has every kind of marvel! Look at its vast space: the taiga stretches for thousands of kilometers and fields go beyond the horizon. Nature has endowed my region with endless resources - ore, oil, wood. The territory of Siberia is sparsely populated (approximately 39.13 million) and natives make up 4.06% of this number, but the tribes of reindeer herders are already up to date and one can hardly meet a person without an account in Instagram, even if he or she lives with deer behind the polar circle. The image of Siberia in Clancy's novel acquires oriental features acting as a place where the American dream becomes a reality due to the resource riches of the region. However, in the figurative system of the novel, zoomorphism is intended to reveal not only narrow-mindedness of local residents, but also the underdevelopment of those who represent national interests in hunting for Siberian riches: Americans, Russians, and Chinese. This idea of colonial dream can be traced in contemporary works as well as in the culture of English-speaking nations.

Siberia as a place of exile

Looking at the same picture of Tomsk landscapes during the course *Landscapes / Mindscales* (the University of Mannheim, Germany where I had taken a 3-month academic internship), the listeners perceived the taiga forests in absolutely different ways: I saw this place as a temple of nature, wild, untouched and charmingly native; my American fellow-students came up with an idea of a cosmopolitan city and country's economic expansion on the ground of this promising area. These differences in the views and axiology of the representatives who come from different linguistic societies allow me for the first time to look differently at our culture and understand others better.

The next work rendered with remarkable specificity and attention to Siberia was an epistolary novel *Between Shades of Gray* (2011) by Ruta Sepetys, an American writer of Lithuanian origin. This novel conveys a story of a Lithuanian girl, Lina, whose family was sentenced to exile to a military camp in the Altai Territory in the 1930s. The book is utterly impressive. It describes the plight of Lithuanians who were forced to adapt to a foreign culture, eternal cold and life 'as animals'. However, there were moments which I simply could not believe in: how did it happen that among all the Siberian soldiers there was not a soul who would treat prisoners with understanding and compassion? Almost all of them were young, educated people, who joined the army against their will, so, in a way, they were in chains as well. R. Sepetys makes the speech of the military staff full of, zoomorphic metaphors, with 'pig' dominating in this structure. As far as the connotations of this animal image in European culture is connected with such features as unscrupulousness, stupidity, dishonesty, one can come to the conclusion that the zoonym is used to characterize an 'enemy' and, simultaneously, shows inequality between the exiled prisoners and Siberian guards. Thus, in the novel all the zoonyms tend to reveal hostility, unfriendliness, misanthropy, the absence of humanity in exile applying in the same way to a child. Throughout the book, I hoped to see at least one person in the Altai Territory who would give a hand to the protagonists, yet there was not a ray of hope *Between Shades of Gray*. Having finished the book, I asked myself: what image of a Siberian will it form in the mind of an English-speaking reader? A ruthless and merciless robot-soldier who is unaware of the value of human life and unable to empathize with another person? It might be so. However, one story is not the whole truth, it is just a piece in a huge jigsaw picture, and therefore we need to turn to another work to see the difference.

Decembrists and animals

Princess of Siberia (1983), a biographical novel by an American Catherine Sutherland was the third book in my list that was set in Siberia.

It progresses from remembrance of childhood (1805) of Princess Maria Volkonskaya, a Decembrist's wife, to her death (1863). She was an incredible, brave woman who was not afraid to act against the tsar's will and, at the age of 21, followed her husband to the 'wildest' region of the Russian Empire. I happened to be reading this novel while studying in Germany, though the feeling of home did not leave me for a minute. C. Sutherland has done vast research on the Decembrists' lives: she traveled the same way as Maria Volkonskaya, visited prisons and prisoners' houses, collected information from letters and finally published a book in which the image of the region obtains absolutely different features. Here one could find an opposition of two worlds: on the one hand, a prosperous European Russia, where French maids and summer trips to Italy were common among members of high society and, on the other, the nascent Siberian culture, pristine and historically orientated to the east. The most captivating part starts from the Decembrist's rebellion; further, the author describes a phenomenon of adaptation to new conditions in the settlements by the best minds of that generation, some of whom did not know the Russian language. In the novel different zoonyms perform are used for the household description and show the importance of animals for Siberian folks: pets are more like true friends; cattle are a treasure that could feed a family of several people. In my mind, the given concept of "returning to Siberia for a reversion to nature" can be considered as the most accurate interpretation of the image of my region.

Conclusion

To sum it up, I would claim that while researching foreign literature works, one can understand their own culture better and have an opportunity to be 'an alien', 'another' to observe the most incredible and shocking things from abroad. Initially, the analysis of Siberian representations and zoomorphic categories seemed to me an impossible task due to my misunderstanding of this study importance. With its unique history and cultural heritage, Siberia has great potential, yet for the rest of the world it remains a blank spot on the mental map. These two years allowed me to concentrate on the research and to see the importance of studying my culture through the prism of another national picture of the world. I believe that the comparative studies and imagology are the future of science, since a view from the outside is essential to see a holistic image in all its diversity.

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POINTS OF CONVERGENCE IN DOSTOEVSKY'S AND DICKENS'S CHARACTER PORTRAYAL

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Abstract. The paper dwells on the parallels and convergence points in portraying the characters of Steerforth and Stavrogin in Charles Dickens's *David Copperfield* and Fyodor Dostoevsky's *The Possessed*. The present analysis relies on the English language criticism (Loralee McPike, George Katkov, and Nikita Lary) that interprets the mutual influence of the two writers. George Katkov points out the similarity in imaging and plot development in the both novels, whereas Nikita Lary analyzes the parallels of Dostoevsky's and Dickens's developmental paths, as well as the dependence of each author on the system of national literature. Loralee McPike presents a new stage in the English language comparative literary studies and states the issue of 'reverse influence' and the psychological modeling of the both characters.

Keywords: literary comparison, linguo-poetic analysis, reverse influence, aesthetic reception and reminiscences, Charles Dickens, Dostoyevskian artistic framework.

Introduction

Dickens's work was important to Dostoevsky due to the latter's immense interest in society reformation. He sought to understand the whole of reality and to provide a perspective on it. His rich diversity of types was the necessary complement of this undertaking. He was a great creator of 'typical, distinctive, and national' characters. Dostoevsky's own search for types was an essential part of his attempt to understand Russia; hence it is not surprising that many of the characters influenced by Dickens were presented as distinctively Russian. According to N.M. Lary, 'both authors were subversives whose radicalism was based neither on faith in institutions nor on revolution. Because they wished to change society, they were particularly aware of all who were opposed to it. Dickens was a 'national' writer in a way few contemporary Russians managed to be, for either they were describing the old forms of society, instead of the new emerging one, or they tended to identify with the liberal or radical denigration of their country, or they were too uncommitted to anything' [1: 160-161]. Dostoevsky's assertion holds good in its application to his own use of Dickens: 'Every European poet or innovator, everybody who goes through over there with a new thought and a new force, cannot fail to become at once a Russian poet as well, cannot fail to change Russian thought, and become an almost Russian force' [2: 42].

Methods

While analysing the Dickensian motifs and observing their reflection in the Russian classic novelism, we resorted to a number of methodological techniques employed in our previous work [3], namely:

- a descriptive method;
- a comparative method which is necessary to reveal the common features of the two literary frameworks;
- a linguo-poetic method aimed at the analysis of literary form (in contrast to linguo-stylistic method aimed at the analysis of language units functioning within a literary work) [4];
- a component analysis method that implies revealing the main structural parts of literary form (i.e., motif, image, plot, composition, character portrayal, etc.).

Research and Results

We aim to examine the points of convergence in character portrayal by means of comparing the imagery parallels, namely, those of Steerforth of *David Copperfield* and Stavrogin of *The Possessed* (Rus. «Бесъ»).

Both Steerforth and Stavrogin are characterized by Bayronic pride, as well as egotism, superiority, assertiveness, and artistic tendencies. Steerforth's image is constantly embraced with mystery; his inborn attractiveness appears to be inexplicable. He is portrayed as a snobbish person, a gifted amateur not capable of making a serious effort to focus on a distinctive thought or idea: "...all this was a brilliant game, played for the excitement of the moment, for the employment of high spirits, in thoughtless love of superiority, in a mere wasteful careless course of winning what was worthless to him, and next minute thrown away" [5: 251-252]. Sincerity in speech and thought lost its meaning for Stavrogin as well; he is assuming a new role every single day. Dostoevsky portrays Stavrogin as a personality not capable of a true faith, ambiguous, and indifferent to the limit ('neither cold nor hot' [6: 34]). The romantic longing of Steerforth transforms into a Bayronic sorrow of Stavrogin. It is appropriate to remark that Bayronic air of Stavrogin's character is surrounded by an 'evil-doing aura'. In Dostoevsky's *Notes*, it is repeatedly argued that Stavrogin is 'extraordinarily talented for crime.' Stavrogin's behavior washes off the boundaries between good and evil. In *The Possessed*, he transmits the idea of God's inexistence. It is only natural that his instinctive strife for evil-doing is expressed more vividly and explicitly compared to the Dickens' character, although both characters display emotional inertness concealed by the charismatic appearance. It is typical that both characters are doomed for vain struggle inside their ambiguous souls that emit the forces of good and evil of a metaphysical nature.

George Katkov outlines the basic similarities between the two men:

‘They are both handsome, powerfully built, and of great physical prowess. The dominating feature of their character is pride and lust for domination, together with a somber determination to use ruthlessly the privileged position in which they are placed... They are both born leaders of men who attract weaker characters... Insults, betrayal, perfidy, and the injuries inflicted by them on those who look up to them for inspiration, are forgiven them by their followers and ‘friends.’ Under the mask of magnanimity they conceal total egoism, under that of charm, an emotional and moral coldness... The final victory of the destructive forces in their soul is treated not as the exposure of the villain, but as the tragic issue of a struggle between equally real parts of their split personality.’ [7: 135].

Katkov also noticed a convergence in the names of Steerforth and Stavrogin. The number of letters in both names is identical taking into account the traditional Russian spelling. The initial sounds ‘st’ intensified by alliteration convinced a reader of a similarity between the two names. Certain scholars state that Stavrogin’s name traces back to a Greek word *σταυρός* meaning ‘cross’, thus making Stavrogin crucified on his limitless passion for the Absolute and the attendant impossibility to reach it.

There are more exemplifications of the fact that *David Copperfield* had its influence on the selection of names in *The Possessed*. It is known that the early drafts of the novel mentioned a foster child Marya Alekseevna who later transfigured into Varvara Petrovna. The desire to alter the name at the late stages of novel-making can be easily explained by Dostoevsky’s wish to avoid the coinage of identical names (cf. Mariya Lebyadkina and Mariya Shatova). Exchanging ‘M’ for ‘D’ can be alluded to Miss Dartle’s name being a phonetic reference to the name of Darya, according to Katkov.

Stavrogin’s estate *Skvoreshniki* (‘Starlingcotes’) implies a place inhabited by a flock of starlings, which is analogous to ‘Rookery’, the Copperfield’s estate, as the Russian language contains no word signifying a place inhabited by the rooks.

According to Lorelee McPike, the major plot similarity is between the scene in Varvara Petrovna’s drawing room when Stavrogin denies his marriage to Marya Timofeevna and the one in Mrs Steerforth’s when Peggotty confronts her. Katkov shows both mothers facing what they view as the source of their sons’ degradation. Both are in their drawing rooms accompanied by the wards whom their sons have ruined. Both women stiffly resist hearing the unpalatable truths about their sons, and both petitioners fail to press their moral rights ‘out of real or faked magnanimity.’ Nothing is accomplished by either visit, and both petitioners are humiliated. This is a superb instance of Dickens’ direct scenic influence on Dostoevsky [8: 140].

Both Steerforth and Stavrogin seem to gain a sense of identity through their relationships to women. Their peculiar sort of attractiveness to women

is compounded of extreme courtesy and unquenchable attraction. One could say of Stavrogin as David says of Steerforth:

There was an ease in his manner - a gay and light manner it was, but not swaggering - which I still believe to have borne a kind of enchantment with it. I still believe him, in virtue of this carriage, his animal spirits, his delightful voice, his handsome face and figure, and, for aught I know, of some inborn power of attraction besides (which I think a few people possess), to have carried a spell with him to which it was a natural weakness to yield, and which not many persons could withstand [5: 104].

Stavrogin's relationship to Darya Pavlovna Shatova is similar to Steerforth's with Rosa, although there are significant differences. As Katkov carefully details, both Rosa and Darya have been marked by aggressive acts by Steerforth and Stavrogin respectively. Rosa's scar can safely be regarded as a conventional symbol for some kind of sexual aggression committed by Steerforth in the past, which causes Rosa's intense fixation on him both physically and morally. There is little doubt that sexual contact took place between Stavrogin and Darya Pavlovna in Switzerland. Both events occur in times prior to the novels themselves and are pre-existing conditions rather than continuing actions. Like Rosa, Darya Pavlovna grew up in the family of her aggressor. Her initial nature was 'quiet and gentle, and capable of great sacrifice,' as Rosa's must have been, to hear Mrs Steerforth speak of it. She is well educated, talented, and pretty; Rosa, even with her scar, is deemed handsome by David, and her harp-playing attests to her talent. Darya has loved Stavrogin since childhood and has sacrificed her life for him. She waits for his eventual return to her, counting on the fact that at the end everyone else will forsake him. Although Rosa never says so, one suspects that she too is waiting for Steerforth's eventual return.

This charm is exercised without apparent effort on Steerforth's part whenever he encounters someone who might be worth charming, such as Emily. His charm seems to work upon almost any woman. Stavrogin has his Emily, too. However, here Dostoevsky has split Dickens' character into two people, for Emily is represented in Stavrogin's life by both Lizaveta Nikolaevna and Marya Timofeevna. Over the latter, his insane wife, Stavrogin exercises the same sort of charm as Steerforth exercises over Emily. And over Liza he has the same influence for action as Steerforth has over Emily.

Dostoevsky's choice of Steerforth as a model for Stavrogin's psyche (as opposed to his politics, for which Dostoevsky properly chose other models) provides the illumination of reverse influence. Dostoevsky must have seen decomposite doubling possibilities in Steerforth, especially as Steerforth's behavior is tacitly a model for David's major character development. Even the light of the possibilities Steerforth offers as a double of David [9, 10].

Conclusion

Concluding on the comparative analysis of Steerforth and Stavrogin's characters, we can summarize the essence of the three major works devoted to this issue. The works by George Katkov, Nikita Lary, and Lorelee McPike demonstrate the convergence between plot twists and imagery in both *David Copperfield* and *The Possessed*. According to the mentioned scholars, the influence of Dickens upon Dostoevsky can be traced in common themes and in character and plot borrowings.

However, the Katkov's work sometimes neglected that fact that Dostoevsky - though relying on Dickens in character portrayal - generally surrenders to the logic of realism. Perhaps, Katkov did not always manage to interpret the Dickens' influence in an appropriate way; his works do not provide the details about the inner forces of receptive literature, which hinders the proper evaluation of the reception process. The scholar paid way too much attention to the parallels found not going too deep into the essence of Stavrogin's image and thus not establishing how this influence was transformed in the new national context, how it affected the change in the image structure.

Nikita Lary pays more attention to analyzing the convergence points in the developmental paths concerning Dostoevsky's and Dickens' creative endeavor. Lary figures out the correlation between the national literary process and each author's creative path. The sixth chapter of Lary's monograph [1: 282] is devoted to *The Possessed* and consists of four subsections. This particular chapter gives thought to the historical and social issues of the novel. Nikita Lary attempts to investigate the Russian society of 1860s and the way they are reflected in the structure, plot, and composition of *The Possessed*. The presence of features bringing together the images of Steerforth and Stavrogin is discussed in Lary's debates with George Katkov with frequent references to the works of the latter. Lary assumes that Katkov is 'too much focused on details and insignificant parallels' and 'got stuck into the labyrinth of delusional explications' [Ibid: 283]. For instance, if Steerforth is the Stavrogin's prototype, therefore, the image of the former could cast some light on the understanding of the latter. However, Katkov's assumption that Stavrogin's 'evil inclinations' are more explicitly expressed, leads us to the idea that Steerforth is a more enigmatic figure than Stavrogin. Thus, agreeing with Katkov upon Stavrogin image being a borrowing of Dickensian origin, Lary indicates a certain degree of inaccuracy in Katkov's literary analysis.

Finally, Lorelee McPike's analysis is a new step in the English comparative literary studies: her work states the abovementioned problem of a 'reverse influence', that is, the fact of literary influence / allusion echoes in the work of the writer who served as the source of influence. Comparing

David Copperfield with *The Possessed*, McPike makes interesting observations revealing the psychological links between the characters. Her analysis of a typological convergence in Stavrogin and Steerforth helps to confirm her conclusion on how Dostoevsky employed Steerforth's portrayal to model and to construct the Stavrogin's psyche. Her concept of reverse influence implying the projection of Dostoevsky's characters back onto those of Dickens, helps to reveal certain features of the literary work that had not been investigated in the previous works.

All the three works (despite the limitations mentioned) hold a significant interest and relevance for the further comparative literary studies.

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LINGUISTIC AND CULTURAL CORRELATIONS, CONTRASTS AND DIFFERENCES BETWEEN THE RUSSIAN AND THE ENGLISH LANGUAGES, LANGUAGE CULTURE AND TRADITION

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Abstract. In this article, some linguistic findings of research into analytical and correlative techniques between the Russian and the English languages, their cultures and traditions are presented. The authors have made an attempt to discuss the various factors and conditions which provide the basis for such things and phenomena. It should be emphasized that the aim of the correlative research into various languages to present only successive definition of contrasts and differences between the Russian and the English languages. Thus, a two-way, binary system of correlation between both the languages should be taken into consideration. Based on these differences, various groups to be correlated are discussed in the present paper. All the points are illustrated by the examples taken from the sphere of biology and the other related subjects and disciplines. Studying Russian and English in its various aspects is useful in modern times particularly for Master's degree students, those young people who take their post-graduate course and also for the learners of English on a wide scale.

Keywords: a plethora of cultures, indispensable, thematic groups, differences, distinctions, synthetic, analytical.

Introduction

Currently the problems of the analytical and correlative methods of linguistics have been given much attention to. Unlike the comparative method which is predominantly historical and pragmatic, the correlative technique is aimed at establishing different things and phenomena common to each individual language. The aim of the correlative research into various languages is to present only successive definition of contrasts and differences between the Russian and the English languages. It is interesting to note that the idea of a language correlation was introduced by the well-known linguist Ferdinand de Saussure into his article "A Course of General Linguistics" [1] in which the ideas of language systematics were discussed. Later on the scholar's views were developed in the works of his followers such as L.V. Sherba, S.I. Polivanov, A.V. Isachenko, A.A. Reformatsky, et al.

People of various nations and cultures perceive one another in a different way. They are quite different owing to a plethora of cultures, customs and traditions. When people learn the language of the other nation better, the boundaries among countries become conditional and nations come closer together.

Figuratively speaking, the language is a song of people with the help of which any cultural community expresses its thoughts, ideas and wishes. The language performs various important functions, it also provides the basis for many national myths, fairytales, legends.

In addition, many significant state documents are written and signed by means of the language. Many scientific ideas, theories and discoveries make their appearance owing to the language as well.

The English language has become an international language thanks to its relative grammar simplicity, openness and flexibility. It should be noted that English has adopted many Russian words such as *большевик, перестройка, дача, борщ, квас, дум, интеллигенция, кремль* и др. All these words do not require translating into English because they are equally perceived by the Russian and English people.

In the historical retrospect English was in many instances identical to the Russian language. To be more exact, it was a highly inflexional language and had the gender characteristics and some specific features associated with that. Historically, or in the process of evolution, the English language developed and simplified which resulted in the loss of inflexions causing a lot of difficulties both in Russian and English.

To this must be added the fact that the English verbs do not change their endings depending on the person or number; nouns and adjectives do not have inflections or gender endings. The Russian language also developed during the evolutionary process but retained the inflexions and gender characteristics. The parts of speech of many English words are defined according to their place in a sentence.

It is interesting to note that just one and the same word in English may serve as the noun, the adjective and the verb as well. It is well illustrated using such words as “drink”, “kiss” and “look”. E.g. We chill champagne in ice. *Мы охлаждаем шампанское в ведре со льдом. Мы чувствуем прохладу по утрам.*

All things considered, English has become a means of communication for many people living in various continents. It is interesting to note that English has many advantages over the other languages such as the absence of inflexions and gender characteristics. Its advantages over the other languages usually manifest themselves in the spheres of business and science where its compactness, clear-cut expression of the thought and the rules of logic make it indispensable.

It should be noted that the expression «*в двух словах*» sounds in English like this “in a word” (*одним словом*). From the above line of reasoning much is understood in the culture of the other people.

Thus, the historical roots of Russian and English are quite different. According to its structure, Russian belongs to the group of synthetic languages, whereas English is an analytical language where the structure of a sentence is of crucial importance.

As a matter of fact, in synthetic languages, such as for instance Russian, the grammatical relations between words are expressed by means on inflexions: e.g. свойство этого вещества. In analytical languages such as English, the grammatical relations between words are expressed by means of form words and word order the property of the substance. Owing to the scarcity of synthetic forms the word order which is fixed in English, acquires significant importance: The fisherman caught a fish.

It is interesting to note that there are many words in English and Russian which have one and the same meaning. These words are the following: revolution, communism, progress, inflation and so on. And now let's examine the English word "sympathy" and the Russian word «симпатия». The pronunciation is almost identical but the meanings are quite different. The first word is translated into Russian as «сочувствие» while the second one is rendered in Russian as «симпатия». In a word, good English is a profound comprehension of the originality and unique nature of Russian.

The classification of the correlations, contrasts and differences between Russian and English according to their linguistic and cultural characteristics.

1. Russian: The language is inflective, complex grammar relations and nuances of a meaning are often expressed by only one word.

In English all these meanings are made of several words because English is an analytical language.

2. Russian: There are many impersonal, indefinite-personal, reflexive and passive constructions.

English: The constructions with the clearly expressed subject prevail. There are no reflexive verbs and the constructions of the Passive Voice do not occur very often. E.g. I am cold; the wind blew off the old fence, etc. (Мне холодно; ветер снёс старую изгородь и т.д.).

Syntax of the Russian language tends to use impersonal constructions. In this peculiarity S.G. Terminosova and the other linguists in the book "Language and Intercultural Communication" see agnosticism, irrationality, fatality of the Russian people [2]. Such a variety of impersonal constructions reflects the tendency of Russian to look at the world as a combination of events which have defied explanation. Such a stylistic peculiarity can be explained by the collectivism mentality of the Russian people. Man is not looked upon as an active doer of the action and it frees him from responsibility for everything which is going on around him [3].

Whereas impersonal syntactic models are used in Russian, personal forms and constructions take place in English.

Thus, in Russian all actions and responsibility for doing them are impersonal because the individual depends upon many other persons of a society, nature, some unknown, unidentified forces:

Мне надо - I must;

Мне нужно - I have to do;

Мне хочется - I want;
Думается, что - I think;
Мне холодно - I am cold.

In English a person takes over or accepts duties and responsibilities for doing something.

3. Russian: The absence of the category of the article is characteristic of English.

English: In English the article is a structural part of speech used with nouns.

English: The category of the article is typical of several European languages. Some linguists think that this category confirms and underlines the role of the individual in the culture and ideology of the West.

4. Russian: It should be noted that the personal pronoun «я» is not capitalized in Russian. This pronoun is written with a small letter because it can be explained by the fact that it seems contrary to the mentality and character of the Russian people.

English: In English this pronoun is always capitalized because it demonstrates a great interest directed to an individual, his or her personality and mentality [4].

5. Russian: As far as the Russian language is concerned, the use of the nouns is prevalent in the official speech. The Genitive case of the noun is widely used in Russian.

English: The English language abounds in numerous chains of words. It is due to the absence of inflexions in English. There exist complex relations among the words in attributive constructions where the last word in a chain of words is regarded as the key word. The following attributive constructions serve as an example to illustrate these cases.

E.g.:

- soil nutrients;
- soil erosion rates;
- city water supply system;
- animal behavior student;
- crop rotation patterns;
- vitamin deficiency syndrome;
- mushroom fruit body formation.

6. Russian: The Russian language abounds in the so called negative constructions or the structures of double negation. E.g. Никто ничего не смог сделать, чтобы помочь ему.

In English affirmative sentences prevail and the negation does not occur very often.

The following sentences may serve as an example in this respect:

Не вешайте трубку! - Hold on!

Не менее важно... - It is equally important...

По газонам не ходить! - Keep off the grass!

Не пропадай! - Keep in touch!

Посторонним вход воспрещён! - Authorized personnel only!

Не позволяйте детям шалить. - Keep the children out of mischief.

Не унывай. - Keep at it / Stay with it.

7. This group of the classification deals with the expression of modality both in Russian and in English.

It is well known that modality is used to show the speaker's attitude toward the action or state indicated by the infinitive. Modality shows the relation of the statement to the reality [4]. The modal verbs (in English) show that the action indicated by the infinitive is regarded as possible, impossible, probable, improbable, obligatory, necessary, advisable, doubtful or uncertain, etc.

Russian: It should be noted that simple modality prevails in Russian. A thought is expressed in a straightforward way and in a somewhat final and categorical manner.

E.g. May I read the letter?

No, don't please.

or

You must not smoke so much.

English: There are many words and constructions in the speech of educated English and American people. Such words and constructions sound like this: seems to, apparently, I would think, presumably etc.

E.g. Presumably the bad weather has delayed the train. *По-видимому (вероятно), плохая погода задержала прибытие поезда.*

He is apparently a friendly person. *Вероятно (очевидно), он производит впечатление дружелюбно настроенного человека.*

They seem to know little about the research done in this scientific laboratory. *По-видимому, им мало известно об исследовании, проводимом в этой научной лаборатории.*

8. This group of differences between the Russian and the English languages is devoted to the word order which is of great importance in both of the languages.

Russian: Word order in Russian is flexible and each word in a sentence has its own meaning. Due to the wealth of inflexions word order in Russian is rather free as the inflections show the function of each word in a sentence.

E.g.:

Я этого ему не говорила.

Ему я этого не говорила.

Этого я ему не говорила.

Я не говорила ему этого.

Не говорила я ему этого.

An English speaker will say it in the following way: I did not say that to him.

English: As English words have hardly any inflexions and their relation to each other is shown by their place in the sentence and not by their form, word order in English is fixed [4]. We cannot change the position of different parts of the sentence at will especially that of the subject or the object. It should be noted that something new in Russian is often communicated just at the end of a sentence. In English the situation is quite different because something new is communicated just at the beginning of a sentence.

Е.г. Выдающимся генетиком был Г. Мендель. - Gregor Mendel was an outstanding geneticist.

9. Russian: Agreement of the predicate with the subjects presents a certain problem to the Russian learners of English. In Russian such a problem practically does not exist for native speakers although there are some exceptions in this respect.

English: In the English language the predicate agrees with the subjects in person and number. But in Modern English there is often a conflict between form and meaning; in these cases the predicate does not agree with the subject [Ibid.].

Several rules of agreement of the predicate with the subject should be observed:

1) When two subjects in the singular are connected by the conjunction as well the predicate is in the singular.

Е.г. Activity as well as cell structure is an essential condition of life.

Активность, а также клеточное строение являются важными условиями жизни.

2) When two homogeneous subjects in the singular are connected by the conjunctions not only... but (also), neither... nor, either... or, or, nor, the predicate is usually in the singular.

Е.г. Neither I nor my brother is to blame.

Нельзя винить ни меня, ни моего брата.

3) If the subject of different number the predicate agrees with the subject that stands first.

Е.г. There was much traffic at night and many trucks on the roads.

Ночью было сильное движение транспорта и много грузовиков на дорогах.

4) The expression a number is used in the plural and the number is used in the singular.

A number of (=several) post-graduates are present at the meeting.

Е.г. The number of nonresident students in this group is rather small.

5) If the subject is expressed by a group of words denoting arithmetic calculations the predicate is usually in the singular.

E.g. Two weeks is enough time for a nice vacation. - *Две недели - вполне достаточное время для прекрасных каникул.*

6) There are several English nouns which are always used in the plural (physics, herpes, measles, news). They agree with the predicate which is in the singular.

E.g. The news was very bad. - *Новости были очень плохими.*

Physics is a difficult exact science. - *Физика - сложная точная наука.*

10. Russian: In Russian there is a great difference between the literary, official business and colloquial styles. Within the literary style a distinct difference between the functional styles (scientific, publicistic, business etc.) is found. It should be mentioned that the art of making formal speeches is unique because it abounds in various rhetorical techniques (long lists of adjectives, expressive means, parallel constructions etc.).

English: The differences between the literary and colloquial styles are quite a rare thing. Within the literary style a distinction between the functional styles practically is not felt. The style of the English oratorical speech and the art of public speaking are different from those in Russian.

Conclusion

On the basis of the analytical and correlative methods discussed earlier we can come to the conclusion that these techniques are valid and relevant. It should be noted that the analytical and correlative methods are radically different from those of comparative techniques, the latter are based on some historical evidence. As far as the analytical and correlative methods are concerned, they focus on definite and practical aims and tasks which include the theoretical basis to explain these methods in detail.

Correlation results from the systematic antithetical categories of the Russian and English languages. The idea of the systematic character of some language facts and elements is one of the prerequisites to the techniques of analysis and correlation. Consequently, a two-way, binary system of correlation of both languages is presented in the article concerned.

To master the standards and rules of a foreign language you should find a way of a conscious starting from your native tongue.

The growing interest in the study of Russian and English, their cultures as part of intangible heritage is regarded as evidence of the processes of globalization [5]. The authors of the article concerned have made an attempt to comment on the historical roots, conditions and the present-day state of things in the spheres of these two great languages. As far as Russian is concerned, it is the Slavonic language formed as the result of certain historical events and conditions. English comes from a branch of the Indo-European family of languages. Nowadays it is the most widely spoken language in the world. English owes its exceptionally large vocabulary to its ability to bor-

row and absorb words from outside. Based on these peculiarities and differences between Russian and English, several thematic groups of such distinction suggested by the authors are discussed in this article. All the groups (there are ten of them) are illustrated by the examples taken from the sphere of biology and the other related subjects and disciplines. A conclusion is made that studying Russian and English in the spheres of linguistics and cross-cultural relations is useful in modern times particularly for Master's degree students, those young researchers taking a post graduate course at the University, and also for the learners of English on a wide scale.

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CONSTRUCTION OF QUASI-PROFESSIONAL TASKS FOR THE METHODOLOGICAL TRAINING OF FOREIGN LANGUAGE TEACHERS

O.L. Felde, O.N. Igna

Abstract. Recognizing the relevance of the competence-based approach and the implementation of context-based learning in contemporary education, researchers in this scientific field often distinguish the quasi-professional level of teacher training, which acts as an intermediate, transitional level from theoretical to practical, professional level. There are a lot of research devoted to quasi-professional activities in teacher training (G.Kh. Valeev, L.F. Nugumanova, N.V. Bekuzarova, E.V. Ermolovich; T.V. Pushkareva, E.V. Kuzevanova). At the same time, there are only a few studies devoted to quasi-professional activities in the methodological training of a teacher of a foreign language (J.S. Fritzko, E.S. Nadocheva, M.G. Makarchenko). This article is devoted to the parameters for construction of quasi-professional tasks (QPT) for the methodical preparation of a foreign language teacher (FL teacher) on planning, analyzing and implementing teaching activities. The definition and characteristics of these tasks are presented. Examples of quasi-professional tasks for the methodical training of a foreign language teacher, including the authors' tasks, are given.

Keywords: quasi-professional tasks, quasi-professional activity, methodical training, foreign language teachers.

Introduction

Quasi-professional activity of a student belongs to the basic forms of organizing educational and cognitive activity of students in context-based learning, along with activities of an academic type, educational, learning-professional and professional activities. It is educational in form and professional in content [1]. This activity is a model (imitation) of professional activity, revealing its content, dynamics, process, system of interaction and interrelations on the basis of a scientific theory in an educational environment [2: 203].

Among the methods and means of implementing students' quasi-professional activities researchers (A.A. Verbitsky, T.V. Zakharova, M.D. Ilyazova, E.V. Kuzevanova, A.A. Startseva, T.V. Pushkareva, J.S. Fritzko), as a rule, name the following:

- discussions;
- games;
- dramatization;
- tasks;
- master classes;
- modeling of integral fragments of professional activity;
- research activities;
- problem situations;
- project activities;
- creation and solution of cases;
- creative laboratories;
- teaching tasks.

The concept and peculiarities of “quasi-professional tasks”

Most often, the basis for the implementation of quasi-professional activity is called problem situations. However, tasks, in contrast to problem situations, imply minimal possibility of having alternative solutions.

A quasi-professional task is “a task with a professional context, for the solution of which it is necessary to fulfill elements of future professional activity in the conditions of simulated professional situations. Such tasks include tasks such as “know and be able to apply” and are methodological in nature” [3: 7].

Along with the term “quasi-professional task” in scientific research there are such terms as:

- “quasi-industrial task” [4];
- “educational task with professional content (educational-professional tasks)” [5];
- “educational-professional task with a different context” [6].

However, the study of the definitions of these types of tasks did not reveal their significant differences from the quasi-professional tasks.

As for a *quasi-professional task in the methodical teachers' training*, it is a methodical task involving the implementation of a quasi-professional activity, related to the main types of teacher's professional activities - training, planning and analysis.

A comprehensive description of quasi-professional tasks for the methodical training of a teacher of foreign languages is based on language and learning material; the procedural characteristic of the activities include methodical activities for analyzing, planning, implementing foreign language teaching at various levels (mainly at the task level (exercises), the lesson stage, the lesson fragment, the lesson, the educational program); contextual characteristic is connection to the context of professional activity (foreign language teaching).

In contemporary domestic and foreign manuals for methodical training of a foreign language teacher, there are quasi-professional tasks, but they are grouped not so much by type of professional activity and professional skills, but according to the substantive sections of methodical disciplines.

The study of the characteristics of tasks included in domestic publications on the method of teaching foreign languages, in which quasi-professional tasks are traced to varying degrees, showed that they presuppose analysis (textbooks, lessons, tasks). The solution of tasks is aimed at the formulation of arguments and recommendations, justification of activities. There are single tasks, involving keys.

Examples of quasi-professional tasks in foreign manuals

The structure of quasi-professional tasks in foreign (English) manuals for the training of the foreign language teachers is quite different. Some tasks are a series of questions, others are a series of actions (steps) to be performed. For example, in the tasks of the "Teaching practice handbook" [7], the aim of accomplishment, actions (procedure), and comment are indicated. Martin Parrott, the author of the "Tasks for language teachers." A resource book for training and development" [8] considers it important to focus on such components of the task as aim, object of teaching (focus), actions (activity).

Examples of quasi-professional tasks from manuals for the training of teachers of English:

1) Presenting vocabulary. Lesson preparation.

1. *Choose a lesson which you will teach soon, or find a lesson in a suitable textbook. Identify the new vocabulary. Choose the most important words which you would focus on as active vocabulary.*

2. *Prepare:*

- a presentation of each word, to show its meaning;
- a few questions to ask, using each word.

3. *Look at the other new vocabulary in the lesson. Decide how you would teach them [9: 3].*

2) Using blackboard drawings. Lesson preparation.

1. *Choose a lesson which you would teach soon, or find a lesson in a suitable textbook.*

2. *On a piece of paper, plan exactly what you would write or draw on the blackboard.*

Consider the possibilities:

new words	prompts for practice (words or pictures)
examples of structures	pictures to show the meaning of words
structure tables	pictures to show complete situations

3. *Decide what you would say and what class what do while you were writing on the board* [9: 15].

3) How to practise grammar. Using varied drill sequences.

The teacher's plan for the drills in Sample lesson 1 might look like this:

1. How much milk have we got? x 6 (imitation drill)
2. rice, meat, juice, sugar, spaghetti, wine, oil, coffee. (substitution drill)
3. How many bananas have we got? x 6 (imitation drill)
4. potatoes, eggs, onions, tomatoes, apples, lemons. (substitution drill)
5. eggs, meat, coffee, apples, sugar, wine, tomatoes, rice, potatoes... (variable substitution drill)

Design a similar sequence to practise perfect + for or since (e.g. I have been here for three months / I have been here since August.) [10: 168].

4) Managing resources and learners in the MFL classroom. Giving basic instructions.

Conduct a brief microteaching session on the theme of giving classroom instructions. As the teacher, mime all instructions (coats off, bags on the floor, pens out, books on the table, listen, repeat, copy etc.). Once peers have mastered the messages you are conveying, list each instruction and add the simplest form of the TL to the mimes [11: 230].

Parameters of construction of quasi-professional tasks on the planning of teaching activities

The experience of developing these tasks has shown that the construction of quasi-professional tasks focus on the planning of training activities is the most "simple". Here, first of all, it is necessary to take into account the level of educational activity, the objects of planning. The objects of planning can be not only an exercise, a lesson stage, a lesson and a cycle of lessons, but also various programs and activities on the subject.

Table 1

Parameters of construction of quasi-professional tasks on the planning of teaching activities

Parameters of construction	Components (content) of parameters
Types of methodical activity on planning at the level of exercise (tasks)	The choice of methodically correct instruction to an exercise; optimal sequence of activities, form, method of their implementation and control; changing instructions to an exercise according to its type, intended form of work; determination of the type of an exercise, aim, optimal time for its implementation. Selection of the wording of the task, clarity to the exercise; development of basic and additional exercises in accordance with the objectives of teaching and control; adjustment of the complexity of an exercise, depending on the level of training

Parameters of construction	Components (content) of parameters
Types of methodical activity on planning at the level of the lesson stage	Choice of rules, language and speech material, forms, means, techniques and methods of teaching in accordance with the stages of presentation, practice and control of acquisition of learning material; determination of goals, content of a particular lesson stage, its place in the lesson system, optimal sequence of a series of lesson stages; choice of sources of educational, authentic, didactic material, exercises, visual aids for a particular stage of the lesson; organizing, developing rules, exercises in accordance with the objectives of the lesson
Types of methodical activity on planning at the level of the lesson	Filling out parts of a lesson plan, technological card of a lesson; competition for the best lesson plan; determination of the content, objectives of the lesson, time for each of the stages of the lesson; formulation of instructions for exercises in lesson outline; choice of optimal teaching aids, educational material for the lesson; development of the lesson plan in accordance with changes in the objectives of the lesson; choice of additional language, speech material, visual aids to the textbook for the lesson; development of tasks, exercises for a lesson of a certain didactic type, level of training, taking into account the purpose, topic, situation of communication, plan of extracurricular activities on the subject; construction of a lesson plan on the basis of its video recording with subsequent comparison with the real plan
Types of methodical activity on planning at the level of a cycle of lessons, training programs	Addition of separate missing blocks to the content of a thematic plan, a teaching program; development of plans for the subject week, themes of programs; correction of methodical errors in a plan, a teaching program; revising a thematic plan, a teaching program; choice of textbooks, visual aids, didactic material, resources for a specific teaching program; "professional expertise" and the rationale for expert evaluation of a plan, a teaching program; development of plans (thematic, calendar), teaching programs (basic and additional education, independent work)

Parameters of construction of quasi-professional tasks for the analyses of teaching activities

In the complex of tasks for the analysis of teaching activities, such parameters as the objects of analysis, its forms, presence / absence of supports and the result of analysis should be provided.

Table 2

Parameters of construction of quasi-professional tasks for the analyses of teaching activities

Parameters of construction	Components (content) of parameters
Objects of analysis	Aspects of teaching; fragment of the lesson; lesson; lesson plan; technological card of the lesson; learning material; the activities of students; subject program; course-book; teaching and methodical complex
Form of analysis	Self-analysis; individual analysis; group / collective analysis; assessment of the analysis

Parameters of construction	Components (content) of parameters
Presence / absence of supports	Absence of supports (arbitrary form of analysis); presence of supports: video records of the lesson (fragment of the lesson), analysis scheme (simplified (micro-scheme), complex scheme), questions
Result of analysis	Assessment, discussion, development of recommendations, examination, review, comment, determination of the causes of teacher erroneous actions, forecasting the consequences of erroneous actions of a teacher

The difference in tasks on analysis and planning is based on the fact that during planning (or its individual elements) an idealized model of a lesson, a program is created, whereas the analysis of the teaching process is subject to the real process.

Parameters of construction of quasi-professional tasks on the implementation of teaching activities

In the complex of a quasi-professional tasks on the implementation of teaching activities the following parameters should be provided: level of learning activities; type of training function of the teacher / stage of learning the material; stage of education; language aspect / type of speech activity; stage of formation and development of skills; form of organizational work; learning material, teaching aids. The specified list of parameters can be detailed and expanded.

Table 3

Parameters of construction of quasi-professional tasks on the implementation of teaching activities

Parameters of construction	Components (content) of parameters
Level of learning activities	Exercise / task (including situations, games), a set of exercises, technology, method, lesson fragment / lesson stage, lesson
Type of training function of the teacher / stage of learning the material	Introduction (presentation), explanation, training (practice), control, correction, assessment
Stage of education	Primary, secondary, senior
Language aspect / type of speech activity	Vocabulary, grammar, phonetics, reading, listening, writing, speaking
Stage of formation and development of skills	Formation of language and speech skills; improvement of language and speech skills; development of speech skills
Forms of organizational work	Individual, frontal, paired, in a group, collective
Learning material, teaching aids	Course-book, didactic material, students' works, visual aids, components of the educational-methodical complex, black-board, technical teaching aids

Authors' examples of quasi-professional tasks for methodical training of foreign language teachers

Below are the author's examples of quasi-professional tasks for the methodical training of teachers of the English language.

1) *Formulate possible instructions for the following exercises. Identify types and functions of the exercises.*

Exercise 1:

Sport, team, challenging your body, accidents, equipment, risk, more popular.

Exercise 2:

Look, give, put, wait, get, go, set, find, take, make.

Exercise 3:

“Shops should be open every day”.

2) *Using the same language material, develop:*

A) a grammatical exercise;

B) a lexical exercise;

C) a phonetic exercise.

Potatoes, carrot, eggs, onions, lemons, cheese, salad, tea, water, bread, sugar, meat, sweets.

3) *Analyze the lesson fragment according to the following plan:*

1. Methods of introduction of a new material.

2. The expediency of the chosen methods.

3. The use of speech patterns and visual aids.

4. The effectiveness of the use of speech patterns and visual aids.

Conclusion

Construction of quasi-professional tasks for practice-oriented methodical training of foreign language teachers is difficult and time consuming. At the same time, these tasks are very effective in use; they provide a smooth transition from academic to practical activities in the university training of foreign language teachers. The substitution, the choice of the parameters described above (single, in a complex) make it possible to develop an almost unlimited number of quasi-professional tasks.

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DIALOGUE COMMUNICATIVE STRUCTURES IN THE PROCESS OF TEACHING FOREIGN-LANGUAGE DIALOGIC COMMUNICATION SKILLS

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Abstract. The interrelation between the strategical content of a dialogue and the specific character of its grammatical, lexical and syntactic arrangement remains the most important question to be answered. The simulating of lingual interaction can be used in the process of creating new systems of conditionally communicative strategic exercises for teaching dialogue. This paper represents a study of the aspects of developing effective dialogic models with due consideration of their communicative structures in the process of teaching a foreign language. The main communicative strategies and approaches applied to different multinational groups and groups with mixed age at different stages of teaching are described here. A concept of a simulated dialogue is proposed in this study. The concept means controlled conversational interaction (dialogic interaction) between persons being taught, which is composed of different dialogue partners' personal intentions implemented in coordination. Unsymmetrical contacts affect the dialogue development, where tactic forms choice limitations get involved, wider prospect of a dialogue is provided due to the equal social roles of participants interested in the perception of information communicated, and dialogue simulation ensures necessary volume of a speech interaction act. The results of a linguistic experiment conducted using the elements of conscious effect on the process of natural lingual interaction were used as material for study. The process was controlled by means of unexpected introduction of a new incentive (stimulus). The pseudo-communicativeness of such interaction was eliminated due to the availability of incentives aimed at expanding the elementary cycle through the introduction of new structural strategic components, a new aim, or a new script. Several students learning Russian as a foreign language took part in the experiment. As a result of studies undertaken a corpus of extracted dialogues was compiled. Applying the communicative tactics as a basis for teaching a foreign language the use of a simulated dialogue can promote the optimization of the teaching process and supplementary motivation in learning a foreign language as a communication tool, because the choice of an optimal way of expressing intentions is the communicative need of any person learning a language.

Key words: dialogical communication, lingual interaction simulation, communicative tactics (approaches), communicative strategies, communicative structures of a dialogue.

Introduction

The monologue predominance in the process of teaching a foreign language promotes poor development of the skills of unrehearsed speech. Just an unrehearsed dialogue is the basis for developing communicative competence.

It is commonly believed that competence is a system of rules, which can generate an infinite number of syntactic, phonological, and semantic structures [1: 19]. The syntactic component, as one of the three main components of generative grammar, determines a set of abstract objects, which include all information necessary for the interpretation of a certain sentence. The phonological component determines a phonetic form of a sentence, and the semantic component determines semantic interpretation. Therefore, using a language means the real use of a language, i.e. competence in a certain situation. The communicative competence model of persons learning a language includes “lingual, speech, strategic, sociocultural, conversational (discursive), social, pragmatic, intellectual, and personal competence” [2: 261]. The necessity of forming communicative competence for using a foreign language in different fields of human activity conditions the attention paid by teachers and researchers to a dialogue as the most common phenomenon of oral speech. Communicants' participation in a dialogue on a comprehensible topic and emotionally comfort conditions imply adequate acceptance of different conversational situations and choosing familiar roles.

The main purpose of the study is creating effective dialogical models suitable for practical use in learning a foreign language.

Discussion

Communicative strategies and approaches. Communication without any communication barrier is considered to be effective communication. The creation of effective dialogical models facilitate clearing communication barriers and transferring communication to more comfortable conversational situation: vocabulary maximally understandable for a conversation partner is used, familiar conversation topics are implied. “Communicants' language behaviour models depend both on their role in each certain act of conversation (verbal communication), and on the conditions and goals of such communication, as well as on certain constants such as any person's age, education, psychological make-up, social status, national and cultural background, etc.” [3: 13]. Under the conditions of multinational groups and groups with mixed age communication success or unsuccess (failure) in many respects depends on approaches and strategies chosen by communicants.

O.S. Issers from the perspective of cognitive approach defines a communicative strategy “as a complex of speech acts aimed at achieving communicative goals, which includes planning the process of verbal communication depending on certain conditions of communication and communicants' individuality, as well as on the implementation of such a plan” [4: 100].

According to E.K. Kliuyev, a communicative strategy is “a part of communicative behaviour or communicative interaction, in which a range of different verbal and nonverbal means is used for achieving a communicative

goal, and is a strategic result, at which a communication act is aimed” [5: 37]. V.B. Kashkin defines a strategy as a general framework, behaviour outline, “which can include also deviation from a goal in certain steps”. Many strategies are ritualized, turn into conversational conventions losing their “rheme-specific qualities” and informational value”, and a tactics (an approach) as “a combination of practical actions in a real process of talk exchange (speech interaction). A communicative tactics is a smaller scale of the communication process in comparison with a communicative strategy. It is relevant not to a communicative goal, but to a set of certain communicative intentions” [6: 132-136]. Therefore, a communicative strategy is a way of achieving communicative goals, and a communicative tactics consists of practical actions and communicative intentions.

Communicative structures of a dialogue. From the perspective of psychology the analysis of dialogical speech shall be based on the comprehension of interaction subjects as intersubjectivity dynamics, i.e. as a process of development of relations between certain subjects, forming of their assessment, emotions, values and purposes under mutual influence in the process of dialogic communication. “An utterance (as a conversational integral unit) can not be recognized as a unit of the last, top level of the language structure (above the level of syntax), because it is a part of fundamentally different relations (dialogic relations) incomparable with the linguistic relations of other levels...” [7: 304-305]. “Dialogic relations between utterances... belong to metalinguistics. They are disparate to any other possible linguistic relations of different elements both in the language system, and in a separate utterance” [Ibid: 286-287].

Intentional models of a dialogue represent interaction as a process targeted at the implementation of a plan, partners intentions, and achieving goal, and informational models outline a concept of interaction as a process of information interchange between the participants of a dialogue. More specific models of a dialogue represent separate stages of verbal interaction (start, the process itself, completion, assessment, change or influence, taking a decision) [8: 89-109].

A dialogue as a form of speech has a range of specific features, such as

- 1) substantial number of etiquette formulae, stereotypes, and set phrases;
- 2) unexpanded replication (reduced utterances);
- 3) situational conditionality;
- 4) proximity to internal speech by structural characteristics, etc.

These specific features open great opportunities for teaching foreign-language dialogue skills as early as the initial stage drawing close attention to the problem of adopting structural elements and characteristic linguistic properties of a foreign-language dialogue by students.

The interrelation between the strategical content of a dialogue and the specific character of its grammatical arrangement remains the most im-

portant question to be answered. A number of researchers solves this problem relying upon the concept of intentionality. Intentionality in grammar means the relation between the semantic functions of grammatical forms and the intentions of a speaker with a communicative aim of an utterance and a text, the grammatical form capability of becoming one of the elements actualizing the general idea of verbal and cogitative activity. The determination of intentions in grammar implies the consideration of complex interaction of many contextual and sociolinguistic factors. In such case only the most frequent for them grammatical means can be specified. However, the recognition of this fact does not eliminate the question concerning grammatical ways of explicating dialogical strategies and tactics. The most important thing in this line of grammatical studies lies in the fact that grammatical forms allow (within bounds) for variation capable to translate speaker's intentions, which allows identifying the character of strategies applied by a speaker.

The analysis of the existing concepts of communicative strategies allows drawing a conclusion that communication strategies not being a factor directly designating an option of a dialogical structure, nevertheless, exert a great influence over it. Therefore, communication strategies can be used in the process of creating new systems of conditionally communicative strategic exercises for teaching dialogue grammar as a means allowing speeding up the process of forming not only communicative competence as a whole, but also flexible grammar and dialogical speech skills due to the improvement of the effectiveness of exercises being used.

A task for identifying and using different ranges of communicative strategies in the process of teaching a foreign language given to research teachers causes arguments and discussions related to the pendency of questions of the forms of implementing different strategies in different language structures. The question of the criteria of selecting strategical dialogue units and of using them when creating strategical exercises, as well as of the character of such exercises and forms and ways of consideration of individual strategies in the process of teaching dialogical speech is not solved.

The comprehension of a dialogue as the most common oral speech phenomenon reflecting all the regularities of the communication process as a whole is typical for present-day studies and researches. The consideration of communication as the interaction of subjects performed by means of sign vehicles and targeted at significant change of the condition, behaviour, and personal and semantic formations of partners defines the main goal of dialogical speech as exercising some or other influence over a dialogue partner. "Utterances of a dialogue at the psychological and relatively easy-to-observe level are oriented against each other. They correlate as a stimulus and reaction" [9: 305]. If a communicant upsets the right correlation, he/she causes relevant reaction of the other dialogue partner. The high significance of

strategies in learning and teaching dialogical speech is conditioned just by this factor.

A dialogue as the most important phenomenon of unrehearsed oral speech is characterized by its spontaneity. That is why dialogical speech has a lot of compensation strategies and hesitation pauses allowing a speaker considering further re-planning of his / her speech in case of any unexpected reaction of a dialogue partner. Active application of compensation strategies makes a dialogue less lexically exact. The availability of speech mistakes, short sentences, dividing sentences into several communication units are typical for a dialogue. L.P. Yakubinsky notes that a dialogue is characterized not only by interchange of communicants' speech, but also by interruption of a dialogue partner, which is a characteristic of a emotionally charged dialogue. According to him, "in some respects we can say that just alternate interruption is typical for a dialogue in general" [10: 17-58].

Nevertheless, a high speech tempo typical for an everyday interpersonal dialogue is not a factor promoting the optimization of speech activity related to consideration, contestation of motives, choice of lexical means and grammatical structures. Instead, a high tempo of dialogical speech rather implies "the manner of a simple act of will having customary elements". Compared to a monologue (especially a written monologue) dialogic communication "implies making statements "at once" and even "anyhow"" [Ibid.].

Many defects of oral speech such as incomplete statements, poor structuredness, interruptions, self-commenting, contactors, repeating, hesitation elements, etc. are the necessary conditions of the successfulness and effectiveness of dialogic communication. A listener can not keep track of all grammatical and semantic relations of a text, and a speaker shall take it into account. In such case his / her speech will be understood and comprehended, especially if we are talking about the colloquial register.

A dialogue is typified as a primary and natural form of verbal communication, for which reason as a form of speech it is more often used in colloquial style of speech, but also can be represented in scientific, publicistic, and official style of speech.

Topics of a dialogue can change at random in the course of deployment of such a dialogue. Even in case of using scientific, publicistic, or official speech under condition of possible preparation of any preliminary script of a dialogue the deployment of such a dialogue by each of dialogue partners will be spontaneous, because in absolute majority of cases scripts and their implementation can not be absolutely identical, and the utterances and reactions of a dialogue partner are unknown or can become unpredictable.

A business dialogical discourse, which is interpreted as a socially conditioned speech event functioning in the institutional and production sphere, is marked for its certain orderliness and arrangement, and is characterized primarily by a high degree of topic fixity. Topical coherence is pro-

vided by adherence to the maxim of relevance, according to which the propositional content of an utterance shall correspond to the main topic of discourse. At the language level it is implemented through repeating key lexical units. Breach of this postulate can cause unsucces, communication failure, and even breach of communicants' relations.

Speech exactness and clarity, its comprehensibility, brevity, as well as cost effectiveness of means, dialogue partners' ability of expressing their thoughts in full eliminating their varied interpretation - all these requirements reflect the maxim of way of action.

Adherence to the maxim of quantity can cause certain difficulties, because requirements to the degree of informational content of an utterance vary according to the level of communicants' level of knowledge, their social status, and emotional condition. As a part of business dialogical discourse utterances are rather often characterized by lack of information, especially in cases, when a communication participant tries to cover up facts intentionally.

This breach in some measure affects also the maxim of quality [11: 220-234]. Although the requirement concerning the adherence to this maxim is obligatory for business partners, in real communication we observe the phenomenon, which is called in psychology a conflict between the due and the real. On the one hand, a person tries to behave properly, and on the other hand, such a person wants to satisfy his / her needs, satisfaction of which is often related to any breach of moral and ethical standards [12].

Therefore, we can draw a conclusion that the Grice maxims belong rather to ideal, desired dialogical communication different from the existing one.

Studies of the interaction-and-role structure of dialogical communication brought researchers to the development of dialogue hierarchical categories [13], which appear relevant in case of selecting dialogues for the initial stage of teaching a language with consideration of communication strategies, because they reflect the role status of dialogue partners.

The complexity of the social and conversational problem being solved by communicants allows separating dialogues themselves [ibid.]. According to their role forms of dialogues themselves such as domination, control and mutual control are differentiated. A domination-type dialogue is the most typical dialogue for foreign-language communication of beginners working in paired groups, each of which consists of a teacher and a student, a native speaker is a foreign person, because such type dialogue is defined by stable unequal communicative roles of dialogue partners. The role of a communication leader is reserved for a teacher (native speaker) almost all the time, because of not only language-specific, but also status-specific reasons.

Every communication role includes characteristic lines of strategic behavior conditioned by communicative aims and dialogical orientation of dialogue partners, who determine a possible set of communication strategies typical for each certain case, which can be individual and role-based. It goes

without saying that individual strategies be of the utmost interest for researchers, but for methodical purposes it is necessary in the first turn to perform comprehensive consideration of the strategical content of communication roles, which can be set by students in their exercises, which universalizes and individualizes the training process at the same time.

I.I. Vasilyeva defines 3 main type of dialogical interaction complexity.

The first type is monological communication, which consists in the unilateral influence of one of the partners over the other partner. The descriptive unit of such type communicative interaction is a separate pseudomonological utterance. The next more complex level of communicative interaction is unilateral dialogical communication, which consists in the fact that a partner not only conveys a message to the other partner, but also involve him / her in the communication process: such a partner conveys a message too. A dialogical structure such as a cycle corresponds to this type communicative interaction. This type is called unilateral dialogical communication, because communicative initiative belongs only to one of the partners. If such dialogical communication initiative is transferred by one partner to the other partner and a subject acting as a respondent in one cycle of interaction subsequently initiates a new interaction cycle by himself / herself, such a type can be conditionally called bilateral dialogical communication, where the act of bilateral initiative is emphasized. In the opinion of psychologists, such a type of communicative interaction has more complex structure consisting of linked dialogical cycles [14].

The last subject-and-subject type dialogue is considered in this paper as the main object of study. In this type of dialogue the two main roles (initiator and respondent) are preserved and the domination of a leader is not strongly-pronounced, recapturing the initiative is allowed in the process of achieving a communication goal, for example, at the stage of preanswering or postcentral strategic exchange.

As a communication leader and a respondent fulfilling different functions use different sets of strategies, it is necessary to define and differentiate the strategies of each role in the communicative structure of a dialogue and their subsequent differentiated use in organizing the process of teaching and creation of a system of exercises for learning dialogue grammar. Therefore, any choice for performing strategic analysis of the interaction-and-role structure of a such type dialogue is conditioned by its relatively simple and specific aspects favourable for the initial stage of training, such as follows:

- a) availability of only two communicative roles;
- b) relative stability of roles, which allows defining relevant strategies in provisions for performing exercises under condition of work in pairs [15].

Formally the main unit of a dialogue is a dialogical unity, i.e. a semantic association of several utterances, representing the exchange of views and utterances, each subsequent of which depends on the previous one. The vol-

ume and the character of utterances can depend on different factors, which are dialogue partners' individuality and their certain communicative and speech strategy and tactics, general speech culture of dialogue partners, formality degree of a certain situation, factor of "a potential listener", i.e. such a listener or a spectator, who is present, but does not participate in a dialogue. The character of utterances is affected by the status of dialogue partners, as well as so called code of communicants' relations.

Characteristics of the experimental study

Introduction to the study. From the point of view of psycholinguistics, a communicative strategy is defined as "a way of organizing verbal behavior in accordance with the plan and the integration of a communicant" [16: 85]. Simulated communication involves three pragmatic levels of interpretation: social, psychological and communicative. The social roles of communicants influence the choice of a communicative strategy. In the proposed player positions psychological contact is characterized by the degree of disposition towards communication. Unsymmetrical contacts (teacher-student) affect the dialogue development, where limitations of choice of tactic forms typical for informal communication and verbal self-expression get involved. Wider prospect of a dialogue is provided due to the equal social roles of participants, where understanding of the emotional state of dialogue partners and cooperation based on the interested perception of information transmitted, provide certain volume of an act of speech interaction.

The aim of the study is learning the process of language-based interaction under the conditions of situations simulated.

Methods of the study. For the purpose of collection and analysis of linguistic material, the methodology of observation, experiment, and the method of discourse extracted was used. Controllability of experimental conditions, reproducibility of results and the possibility of manipulating one or more variables are the most important factors for choosing a method of study.

Description of the experiment. This linguistic experimental study was conducted with a sufficient number of subjects and the necessary amount of stimulating materials in order to obtain statistically significant results. The experiment was conducted with elements of conscious influence on the process of natural language interaction. Manipulation of the process was due to the unexpected introduction of a new incentive (stimulus).

Participants: The experiment involved 28 foreign students and undergraduates (10 women and 18 men) at the ages from 20 to 25 from Vietnam, Scotland, Italy, and China, who study Russian as a foreign language.

During the experiment the participants were divided into two groups. One of the groups was suggested participating in dialogues without incentive cards on a proposed topic (situations 1-3), and the other group in the process

of dialogical interaction received after a certain period received an incentive card. The following two blocks of cards were proposed as drivers.

The 1st block: tasks for further dialogical communication

Situation 1. Invite your friend to house.

Situation 2. Ask your friend about his / her plans for a vacation.

Situation 3. Ask your friend to help you in translating a complex text.

Situation 4. Your common friend will soon have a birthday. Seek advice from your another friend concerning to a present for your common friend.

The 2nd block: incentive cards for continuing dialogue or changing speech intentions in the process of dialogue.

Situation 1. Cards with the words “address”, “motive / reason”, “food / drinks / treats”, “guests”, and “pets”.

Situation 2. Cards with the words “online booking”, “plane”, “hotel”, “coast / mountains”, “cities”, “excursions”, and “two weeks”.

Situation 3. Cards with the words “refusal” and “consent”.

Situation 4. Cards with the words: “hobbies”, “the best present”, “the worst present”, “money”, “gift card”, “present made with your own hands”.

Results of the experiment. As a result of conducted researches, a corpus of extracted dialogues consisting of 56 speech situations was compiled. Transcripts include text decoding, false starts, hesitation pauses, feedback markers and other discursive marking.

During the experiment the authors confirmed the key provisions of Clark dialogue interaction model [17], according to which the basis of any dialogic communication is the Principle of joint activity, which consists of coordinated individual actions of dialogue partners targeted at achieving a set communication goal. In dialogues coordination is performed with the use of feedback markers, which serve as an explicit confirmation of the success of any communicative act [Ibid: 16], examples 1.1-1.2 (see below):

1.1.

A: I can... in Krasnoarmeyskaya Street...

(A: Это я могу на улице Красноармейской...)

B: Yes, yes. And by bus number 85.

(B: Да, да. И на автобусе 85.)

A: OK. Understand.

(A: Хорошо. Поняла.)

1.2.

A: Good luck! When you come back, you will tell me everything, where you were, what places you attended.

(A: Удачи тебе. Когда вернешься, ты мне расскажешь все, где ты была, что посещала.)

B: OK, I'll tell you everything. Bye-bye!

(B: Хорошо, все расскажу тебе. Пока!)

A: Bye!

(А: Пока!)

Joint activity is also shown when using echo-questions: examples 1.3.-1.6.
1.3.

A: Do you translate from Russian into English?

(А: Переводить с русского на английский язык?)

B: No, from English into Russian. Quite the reverse.

(Б: Нет, с английского на русский. Наоборот.)

A: Quite the reverse?

(А: Наоборот?)

B: Yes. Have you already done everything?

(Б: Да. А ты уже все сделала?)

1.4.

A: After classes I sit at home and do nothing.

(А: После занятий я сижу дома и ничего не делаю.)

B: Nothing? And do you want to come to my place today?

(Б: Ничего? А ты не хочешь ко мне сегодня в гости прийти?)

1.5.

A: Interesting. Will be any excursion there?

(А: Интересно. Там будет экскурсия?)

B: Excursion? I don't like excursions. I don't like such travel offers.

I like traveling alone, for no particular reason.

(Б: Экскурсия? Я не люблю экскурсии. Мне не нравятся такие туры. Я люблю сам путешествовать, просто так.)

1.6.

A: Help me with this text and I will buy a chocolate or something else for you?

(А: Давай ты поможешь мне с этим текстом, а я тебе куплю шоколадку или что-нибудь?)

B: Chocolate? No, I can't. You heard me, I'm busy.

(Б: Шоколадку? Нет, я не могу. Я занята, я же сказала.)

The coordination of joint actions of dialogue partners is achieved due to their common position. In this experiment, the level of proficiency in Russian as a foreign language is the common position of the dialogue partners. However, it should be noted that "not all categories can function equally for members of different national, linguistic, and cultural communities" [18: 582]. For that very reason communication often failed: example 1.7.

1.7.

A: And you will fly by plane?

(А: А ты полетишь на самолете?)

B: Of course, by plane! From Krasnodar.

(Б: Конечно, на самолете! Из Краснодара.)

A: And what would you like: to work in Russia or to live in Italy?

(A: А ты как бы хотел: работать в России или жить в Италии?)

B: Life often changes. I don't know yet. I will be in Rome for several days and I will stay in a hotel there.

(B: Жизнь часто изменяется. Я пока не знаю. Я буду в Риме несколько дней и там, в гостинице буду жить.)

The analysis of the language material allowed us to identify the following causes of communicative failures:

- language barrier - the difference between the communicants' volume of active vocabulary and the level of skills in using it;

- semantic communicative barriers, by reason of which an ambiguous interpretation of the semantics of a word led to misperception;

- lack of background knowledge of one of communicants;

- communicative discomfort and mutual misunderstanding between communicants;

- discrepancy of communicative intentions of dialogue partners;

- discrepancy of the interests of communicants, when the level of information perception is significantly reduced, if a topic discussed is not interesting for one of dialogue partners;

- evading a direct answer by one of communicants;

- contravention of principle of politeness;

- negative assessment of dialogue partner's speech actions.

Moving from one topic of conversation to another, communicants follow the principle of mutual responsibility or the principle of cooperation [11: 217]. According to this model, the communicative act consists of two phases: the phase of presentation and the phase of acceptance. In the process of communication, dialogue partners add some new information, which is considered to be their common position until it is accepted at the second stage: example 1.8.

1.8.

A: I will create my own excursion myself. Because I often change my route. Therefore, I want everything to depend on me.

(A: Я сама создам свою экскурсию. Потому что я часто меняю свой путь. Поэтому я хочу, чтобы зависело все от меня.)

B: Do you remember? Hmm... well, yes, in the second year we were taught how to create an excursion? That's why you do the right thing creating your own excursion... and it's more convenient.

(B: Помнишь? А... ну да, на втором курсе мы учили, как создать экскурсию? Поэтому ты правильно делаешь, что создаешь свою экскурсию... и это удобнее.)

Communicants create “a related pair, an elementary frame, through which the participants of a conversation show the result of their analysis of each other's actions [19]. Each participant should analyze the actions of his / her partner in order to perform an appropriate response action” [20: 60].

Depending on a topic of a dialogue, the intentions of speakers also change: in some cases self-expression predominates, and in other cases the influence over a dialogue partner predominates. In accordance with a situation, lexical means also change: “the means of expressing complaisance, politeness, and respect, as well as the system of means of “comfort environment” [21: 44]: “Good luck!”, “Wow!”, “I’m up for!””. Examples 1.9, 1.10.

1.9.

A: OK. See you! Bye!

(A: Ага, давай, пока!)

B: Bye!

(B: Пока!)

1.10.

A: Look, well..... help me to translate the text.

(A: Слушай, ладно..... ну помоги мне перевести текст.)

B: Sorry, but I can't really!

(B: Прости, но я никак!)

The use of lexical units such as “OK” and “come on”, which are now extremely popular being widely used in the process of communication ... can mean consent, refusal, gratitude and even mistrust. Besides, with the help of these phrases dialogue partners often end their conversation and use them at parting in situations of communication in the modern language environment” [22: 168].

The use of the principle of minimal joint efforts is noted in a group of communicants, who were offered only topics of dialogues without incentive cards: examples 1.11.-1.12.

1.11.

A: Hi!

(A: Привет.)

B: Hi.

(B: Привет.)

A: I want to invite you to my place.

(A: Я хочу тебя пригласить в гости.)

B: I agree. When?

(B: Я согласен. Когда?)

A: Tomorrow evening at seven o'clock.

(A: Завтра, в семь вечера.)

B: OK, I'll come.

(B: Хорошо, я приду.)

1.12.

A: Are you going out somewhere for a vacation?

(A: Ты собираешься куда-нибудь поехать на каникулы?)

B: Yes, I'm going to China.

(B: Да, в Китай.)

A: Good. = What?

(A: Хорошо. = Что?)

B: What? = To China.

(B: Что? = В Китай)

The speakers pronounced standard nominations of minimum length, which were sufficient for the listeners to respond to a statement.

Therefore, psycholinguistically, communication tasks at different stages of training can be presented in the form of a set of exercises (training and conditionally communicative) to master the means and methods of implementing speech interaction aimed at developing speech skills. Pseudocommunicativeness of such tasks is eliminated due to the availability of a training task and incentives aimed at overcoming the communicative problem through a communication strategy. Training exercises are used at the preliminary stage of teaching (elementary and basic levels of language proficiency), and conditionally communicative exercises are used at the strategic stage (I certification level). The preliminary stage consists of two stages: the orientation stage and the training stage. At the orientation stage prior to the start of completing a communication task dialogue partners get acquainted with a block of grammatical, linguistic and strategic means necessary for completing the task. At the training stage they train complex phonetical, lexical and grammatical constructions. At the strategic stage information gap is created and filled, communication tasks are completed, and communicative problems are solved with the help of communicative strategies.

Strategic manipulation can be used for learning and adopting of dialogical structures. Thus, for example, it is possible to extend the elementary cycle with the help of structural strategic components, request additional information, introduce a new goal, and a scenario of avoiding a direct answer or a respectful refusal.

In dialogical communication, the roles of communicants are often distributed unevenly: a communicant with a higher level of language proficiency is an active dialogue partner, while a passive speaker gives the partner the opportunity of taking the initiative, thereby using less lexical units and generating minimal syntactic constructions.

The introduction of an incentive (stimulus) entails a drastic change in the situation - communicants interchange their roles and a new stimulus serves as a signal for a subsequent exchange. It should be noted that the leader of a dialogue immediately changes the pitch, tempo and loudness of speech.

Conclusion

Therefore, a module of communicative practice is to be introduced in the system of teaching a foreign language, where not a single talk exchange

(action and reaction) or an act of speech interaction on a given topic, but a simulated dialogue will be used as a basic unit.

It is proposed to use two following models of interaction as the basis of a simulated dialogue: the actual model including two dialogue partners, and the informative model containing a subject of speech. As shown by the study, the development of dialogical communication is facilitated due to the use of drivers (incentives) aimed at facilitating communication. If in the course of speech actions the goal of communication is achieved, but communicants spend a minimum amount of lexical units, then different incentives for the leader and for the responder will promote further development of dialogical communication and provide the coherence of speech acts in which the reaction of one act serves as an action for the next act.

When using incentives, communicants will be forced to combine grammatical and lexical units in the mode of continuous speech interaction continuously. At various stages of teaching, the topics of dialogues and drivers incentives will be changed and will become more complex: from elementary everyday topics to scientific discussions.

The consideration of the content of dialogical structures allows us drawing the following conclusions.

1) Communication strategies used by a communicant are closely related to his / her communicative role as a leader or a responder.

2) There is a number of behavioral positions, which are typical only for one of the roles, to which specific sets of communicative strategies correspond. In the process of teaching the grammatical expression of dialogical speech, the role strategies of communicants are used.

3) At the initial stage of teaching language, by taking into account communication strategies, a complicated dialogical cycle containing at least one strategic communicative move in the speech production of one of dialogue partners is used as a unit of teaching dialogue grammar.

4) For a communication initiator strategic moves such as precentral move, strategically communicative step, alternative request, or appeal for help can be used, and for a responder all kinds of support, additional requests, and pre-answers can be used.

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PROFESSIONALLY-ORIENTED DISCOURSE IN ELT FRAMEWORK

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Abstract. The paper deals with the peculiarities of forming and developing the discourse competence in ELT process. The methodological value of forming students' general idea of the professionally-oriented discourse is justified. The most relevant teaching technologies that meet the discourse approach in the process of teaching and learning a foreign language are presented.

Keywords: Professionally-oriented discourse, discourse competence, communicative situation, discourse-oriented teaching technologies.

Introduction

A discourse approach has been firmly rooted in teaching foreign languages as modern texts should be evaluated through the specific conditions of their creation and functioning. In this regard, we adhere to the communicative approach to the study of discourse, in which it is interpreted as a text immersed in a situation of communication, in life [1, 2].

The importance of involving discourse in ELT is explained by the necessity to teach and study a foreign language not in isolation, but in context showing how a specific language phenomenon is used in one or another communicative situation. The discourse analysis also allows a specialist faced with a variety of unfamiliar communicative situations acquire the necessary professional skills to transfer discourse competence from one discourse space to another.

Discourse vs text

The text remains the basic concept in ELT, around which and on the basis of which the learning process is built, a new material is introduced, new exercises are created, language skills and abilities are developed, etc. The comparison of the concepts "discourse" and "text" allows to reveal the main distinctive features of the "discourse" phenomena. It becomes clear that discourse, besides the actual text, includes some extra-linguistic characteristics (communication participants, goals, intents and pragmatic attitudes, social roles, background knowledge, interlocutor knowledge, temporary and spatial conditions of communication) related to the described communicative situation. The discourse is distinguished by the integrity, which is manifested in the continuous connectivity of its components. In addition, the discourse is dynamic, i.e. it is considered as a process of both a speech work creating process and its results.

Thus, the most significant characteristic of the discourse is that it is considered as a complex communicative phenomenon and includes, in addition to traditional linguistic parameters peculiar to the text, the social context giving the idea of both communication participants and their characteristics and the processes of the message production and perception.

Professionally-oriented discourse as a basis of ELT

The need for people having sufficient professional knowledge and skills, capable of making their own life strategies, possessing a high level of subjectivity, creativity, responsibility, decisiveness, ability to learn, analyze, predict, design is actualized which makes new demands on the quality of education at all levels. Therefore, solving problems related to mastering all the language functions in the academic process of learning foreign languages to form the discourse competence is a necessary condition for the achievement of modern specific learning goals.

The methodological value of forming students' general idea of the discourse (especially professionally-oriented) is that the skills and abilities of the discourse analysis contribute to understanding professionally-oriented texts, and for learning purposes - remembering the basic information included in the text. Of course, the formation of the discourse analysis skills by students is a rather complicated process. It includes the steps of learning how to structure professionally-oriented texts, sum them up, use different types of texts in bundles, various methods of work, e.g. as part of the Case Study technology, and elementary discourse analysis in preparing and conducting role-playing and business games.

As an example, we consider the economic discourse as a goal and means of mastering a foreign language by the students of economic specialties at Tambov State Technical University. The economic discourse, in relation to the modern society, is one of the types of institutional discourse. The specifics of the economic discourse is manifested in its aggregation with other types of the modern discourses. It also should be noted that the economic discourse can be presented in various genres, both written (economic reviews, articles), and oral (interviews, business negotiations, etc.).

Today, the economic discourse serves as an object of numerous studies due to the urgency of the issues discussed in the economic arena: globalization of the economy, Russia's entry into the world economic space, the financial and economic crisis, assistance to underdeveloped countries, threats of default, rising inflation, etc. Acquaintance with the most update information which is often presented in foreign books, journals, newspapers, websites, etc. is of high importance to the students mastering economic professions.

In its structure, the discourse represents a two-level formation - the unity of the content (some area of human knowledge or experience) and the

form (language means that serve to verbalize this knowledge and experience). Elements of both levels can act as markers of the discourse. At the substantive level (the macrostructure in terms of T. van Dijk) the discourse is signaled by nuclear concepts, verbalized by the appropriate vocabulary; on the formally superficial level (superstructures in terms of T. van Dijk) - grammatical and syntactic features and specific features of textual organization, typical for a certain sphere of communication. In our case, this is the world of economic phenomena and events, characterized by specific economic vocabulary.

The main focus of the discourse approach in ELT is not on the transfer of knowledge by the teacher to the student, but on the activation of the students' role and motivation to search for information and training keys. In this regard, the process of teaching a foreign language in the non-philological university should be structured according to specialized educational programs.

Applying the discourse approach, future specialists are taught not only formal characteristics (structure, linguistic) of different genres, but also its content part, mainly the extra linguistic features, which are realized through different discourse-categories. For example, in the process of training to write or rewrite professionally-oriented newspaper texts and titles for them, students acquire both grammar structures, syntax, vocabulary, language skills and its content, the main idea, pragmatics, intertextuality. Such work allows better and more accurate understanding of the text, more adequate perceiving of the described information. Then the students try to produce their own texts taking into account formal and extra linguistic features of the given communicative situation.

Discourse-oriented teaching technologies

The most relevant technologies that meet the discourse approach in the process of teaching and learning a foreign language are the following.

- *The Project Technology* implies students' motivation, interest and independence and develops creative learning. It also provides conversational practice and allows to reveal students' individuality by solving practical tasks or problems, which, in turn, requires the integration of knowledge from various subject areas. The teacher plays the role of coordinator, expert, additional source of information. Students work as a team, together with the teacher not only looking for extraordinary solutions, but also analyzing each step of their training, identifying shortcomings and mistakes, looking for causes of difficulties and finding the ways to correct errors. A teacher directing the discussion, suggesting the necessary vocabulary and refraining from correcting grammatical errors during the discussion (they will be discussed later) can bring the student not only to a new level of the language proficiency, but to introduce a new vision of the problem itself.

The foreign literature describes the following stages of project-making:

- identifying the project main characteristics (topic, problems, goals, structure);
- making up a draft work plan, presenting the necessary language material and pre-communicative training;
- collecting the necessary information (working with information sources, creating the information storage system);
- group work (meetings during which students discuss intermediate results, ask questions);
- preparation and demonstration of the project presentation (the culmination point of the project);
- reflection and evaluation of the project.

During the project making process the teacher comments on the work done by the students, corrects mistakes in the use of language units, introduces and tests new language material, analyzes the collected information and coordinates actions of different groups, and finally evaluates the projects.

The project technology includes not only the control of mastering linguistic material and the development of the communicative competence, but also a general assessment of the project, which concerns its content, topics, outcome, participation of individual students in the project organization, etc. The communicative competence is developed by using the language in communicative situations close to the conditions of real communication, activating the independent students' work, choosing the topic of students' interest, selecting the language material, tasks and work sequence in accordance with the project topic, visual representation of the outcomes, evaluating and reflecting on the process and results of the project activities.

The analysis of the theoretical foundations of the project technology and the results of its application in practice suggests that projects provide new opportunities for solving methodological problems and help develop the discourse competence. At the same time, for successful use of this technology, it is necessary to take into account the specifics not only of a particular academic discipline, but also the features of each type of projects. Conducting a training course or its fragment on the basis of the project technology requires a highly qualified teacher, since for each project it is necessary to independently and very carefully select the necessary language material and develop an effective system of tasks and exercises. In addition, the inclusion of such projects in the educational process will require the solution of a number of organizational and psychological problems. The project technology is an efficient teaching method that significantly increases the mastering level of educational material, as well as the students' internal motivation and high level of their independence.

The educational potential of the project activity lies in the possibility of increasing the students' motivation to obtain additional knowledge; studying the methods of scientific knowledge (put forward and substantiate the idea, independently formulate and formulate the project task, find a method for analyzing the situation); reflecting and interpreting the results; developing the research and creative abilities of students, forming the students' independence, responsibility to design their own trajectory of movement in solving problematic issues.

• *The Case Study Technology* helps students fully comprehend and analyze the proposed situation (case) instead of answering the questions on the text which helps them develop independence and initiative, remove barriers to using a foreign language. This technology is based on studying a specific business situation, real practice from the professional sphere which activates a complex of students' professional knowledge and skills in decision-making simulating a real business or problem situation. Thus, the case analysis is always a comprehensive solution, which is obtained by analyzing various options for making a final decision, which do not “filter” the main components of the problem, but find interesting, non-standard solutions, in other words, use integrated thinking.

The work in the classroom should be based on the following stages:

- lead-in (first reading the text of the case for gist in order to determine the general problem, then reading for detail);
- brief summary of the case;
- problem statement;
- distribution of roles;
- chronology of events;
- facts that led to the case problem (a number of opposing views on the current situation are presented);
- choice of solutions (it is recommended to propose at least five solutions to the problem, each option should have detailed arguments for and against);
- recommendation (one of the proposed options is selected, and this choice is reasoned);
- action plan (it is recommended to submit an action plan as detailed as possible to implement the decision made during the discussion)
- conclusion.

Thus, the development of integrative thinking through case study technology in a foreign language classroom gives students a sense of opportunity to apply their language and professional knowledge and skills in a specific situation, as well as gives rise to new ideas and innovative solutions.

• *The Debate Technology* allows to drill vocabulary and grammar structures, revise the studied material, involve students in independent selection of the necessary material and develop the ability to make arguments and defend their point of view on the stated problem in a foreign language.

However, the debate technology has its own characteristics including not just a free exchange of views on a specific issue. This method is a formalized dispute according to certain rules which has a framework nature. The debate technology is distinguished by the presence of two opponents who are trying to convince a third party of the correctness of their position. The purpose of the debate is the most comprehensive study of a topic, the development of critical thinking, the ability to defend one's point of view, the tolerant attitude to someone else's view of the problem.

The debate technology is universal in nature, as it can be filled with any content, used in the study of any subject, since it is one of the ways of developing foreign language communicative competence on the one hand, and social interaction skills on the other. However, the specifics of a foreign language imposes its own characteristics on it.

Based on the experience of conducting foreign language classes with university students, we have compiled the following scheme for implementing the debate technology in practice:

- stating the debate problem (issue);
- preparing for the debate (reading the information on the debate, group or team discussion, making notes, distribution of roles);
- discussion of the debate problem (questioning, expressing arguments "for" and "against", reacting to the opposing arguments, discussing the information from the opposing team);
- reports of the opposing teams;
- making decisions (discussing the arguments provided and carrying out the final decision);
- reflection on the debate (assessing the arguments made by both teams, the language used, the manner of speaking, behavior, analyzing the difficulties experienced during the debate);
- making a conclusion (discussing ways of improving the debate organization and presentation, vocabulary, grammar, logic of speech, politeness conventions, tolerance, etc.).

Among the criteria for evaluating a dispute there are reasoned points of view, the ability to ask problematic questions, the behavior of participants in the debate, the observance of speech etiquette, using the topical vocabulary, phonetic design, etc.

Special attention should be paid to the necessary self-analysis of students, identifying the difficulties they encountered in the process, as they provide information on how to adjust the teacher's work (planning, repetition, etc.), as well as independent work students in the preparation of subsequent tasks.

Conclusion

The analysis of using the studied technologies in foreign language classes with university students of economic specialties shows that they have

proved to be motivating and effective, as the students master not only the language skills and abilities but also apply their professional knowledge and skills and develop their professional competence in the sphere of economics. In the current situation of multilingualism, multiculturalism, globalization and informatization, the use of the project, case study and debate technologies when organizing foreign language classes for students undoubtedly contributes to the integration of students into the international educational and professional space and into modern dynamic living conditions, in general.

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AUTODIDACTIC APPROACH: FORMING SELF-DIRECTED EFL LEARNING READINESS

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Abstract. The article deals with the problem of preparing intending EFL teachers at teacher training universities for professionally-oriented self-directed learning readiness in the field of foreign languages. For this purpose the brief outline of basic characteristics of such a readiness is given on the basis of analysis of scientific literature on the problem. The authors of the article share their positive experience in applying the autodidactic approach to teaching English to students of the English Department in the Institute of Foreign Languages of Ural State Pedagogical University. The research results prove that it is possible to effectively form students' self-directed EFL learning readiness by means of increasing their methodological awareness in the field of teaching foreign languages and applying their knowledge and skills to the process of self-directed learning itself both within and beyond the classroom environment. The three stages of the approach are described in detail: learning, self-directed learning, and peer-teaching. The final stage is considered professionally-oriented since it allows students to act in the capacity of future teachers of English but, here, within the classroom environment. The approach is realized according to five consequent principles: intersubject coordination, tutoring, individually oriented assessment, heuristic and multitasking principles. The principles by their nature go back to the student-centered and activity approach, the integrative-differentiative approach and the contextual approach which serve as the methodological bases of the autodidactic approach developed.

Keywords: self-directed learning, peer-teaching, self-directed learning readiness, communicative competence, autodidactic approach, teacher training

Introduction

What is self-directed EFL learning readiness?

One of the priorities set in the Federal State Educational Standards for higher education in the field of teacher training in Russia deals with making students ready for professionally-oriented self-directed learning in the chosen professional field - EFL teaching in particular [1].

The analysis of scientific literature on psychology and theory of education led to singling out basic characteristics of self-directed learning readiness such as: a) inner formation linked with motives, needs, interests, feelings and emotions [2]; b) a set of abilities making a person suitable for work [3] and enabling him/ her to acquire skills in an activity (studying included) [4]; c) an ability to control and regulate your own actions in accordance with the aim and plan set [5]; d) readiness as the basis for competence as such [6]

or the basis for professional subjectivity of a person [1]; e) learning preferences [7] and a sense of responsibility for the results achieved [8] etc.

This outline of characteristics gave the possibility to define self-directed EFL learning readiness as follows: it is a student's ability to use a system of study skills and knowledge in the field of learning a foreign language to cope with individual difficulties in language acquisition and then share his / her own positive experience when teaching and peer-teaching.

Thus, the readiness in question presupposes "knowledge-skills" coordination and its application to solving practice-oriented tasks on a regular basis within and beyond the classroom environment by intending teachers of English.

What makes intending EFL teachers different from other groups of students studying a foreign language as part of their higher educational curriculum?

First of all, time allotment. According to the current curriculum at Ural State Pedagogical University, for example, intending EFL teachers have 1,874 academic hours for the practical course of a foreign language (English) which is 7-8 times as large in comparison with other students getting vocational training in a different professional field.

Secondly, thorough language training in speaking, listening, reading, writing and many sided specialization that includes teaching (pedagogy, psychology, methodology), theory and practice of translation, linguistic analysis from the standpoints of phonetics, lexicology, grammar, stylistics, general and comparative linguistics etc.

Thirdly, "Teach and Learn" as a corporate motto of the University. It gives us ground to let students apply the motto to practice while learning the language for professional needs.

Problem Statement

It is possible to effectively form students' self-directed EFL learning readiness at teacher training universities by means of increasing their methodological awareness in the field of teaching foreign languages and applying their knowledge and skills to the process of self-directed learning itself both within and beyond the classroom environment.

Research Questions

What approach to a foreign language teaching proves to be productive for forming students' self-directed EFL learning?

What is the methodological basis of the chosen approach and its main principles?

What pedagogical conditions are considered necessary for realization of the approach: students' language level, the course of study, class organization and its stages, didactic and diagnostic materials?

Purpose of the Study

The purpose of the research is to theoretically prove and develop the autodidactic approach to teaching foreign languages to students' of teacher training universities.

Research Methods

Different theoretical and empirical methods were used to carry out this research. On the theoretical level they are the analysis of normative documents in higher education and scientific literature on the research problem in question; experience synthesis of pedagogical activity of higher educational establishments; systematization of research work results, modeling method. On the empirical level they are practices-search work; direct observation; testing; questionnaires, methods of mathematical statistics.

Subject (cases)

The research involved 183 participants aged 18-22, all being students of the Institute of Foreign Languages (English Department) of Ural State Pedagogical University, Yekaterinburg, Russia.

Procedure

The research was organized in three subsequent stages from 2015 till 2019.

The stage of theoretical analysis (2015-2016) was aimed at the analysis of normative documents in higher education and scientific literature on the research problem. As a result the theoretical basis of the research and a structure-functional model of an autodidactic approach were developed.

The stage of experimental training (2017-2019) was organized on the basis of the Institute of Foreign Languages (English Department) of Ural State Pedagogical University, Yekaterinburg, Russia. The practices-search work included direct observation and preliminary testing of students' self-directed EFL readiness. The results obtained laid the foundation for the development of didactic materials (handouts, PP presentations) and a textbook "Autodidactic English Learning for Intending EFL Teachers". Then the training itself followed that led to further testing and direct observation of the skills formed. In addition questionnaires were employed for regular

feedback in the educational process organized. They allowed to systematically improve the methods and materials used.

The stage of result analysis (2019) was realized by means of methods of mathematical statistics which made the obtained results look valid and reliable. The final conclusions on the research problem were drawn.

Findings

The notion of the autodidactic approach to a foreign language teaching.

The autodidactic approach to a foreign language teaching is an approach based on the integrative studying of a core subject (Practical Course of English) and methods of teaching and aimed at the formation of students' self-directed EFL learning readiness.

Restrictions of the approach are as follows: 1) it is realized at teacher training universities; 2) students are intending EFL teachers; 3) the minimal demanded language level is B1. The approach is implemented in order to help students "acquire a set of techniques to constantly develop their professional competence and skills in the field of EFL teaching and learning" alongside with developing their communicative competence in English [9].

The methodological basis of the autodidactic approach to a foreign language teaching and its main principles.

The methodological basis of the approach can be traced to the student-centered and activity approach by I.A. Zimnaya [10], the integrative-differentiative approach by A.V. Gvozdeva [11] and the contextual approach by A.A. Verbitsky [12]; the main principles being intersubject coordination, tutoring, individually oriented assessment, heuristic principle, multitasking. The details are given below.

The student-centered and activity approach by I.A. Zimnaya demands to organize language teaching and learning in the form of subject-subject interpersonal 'teacher-student', 'student-student' interaction during which students shall solve individually-oriented problematic communicative tasks using the target language only. She outlines the following ideas basic for the approach: a) the object of teaching - foreign language speech activity realized in five forms - speaking, listening, reading, writing, and translation (the latter we consider important for intending EFL teachers since it is rarely singled out as a separate speech activity in various courses, both Russian and authentic ones); b) the subject of a speech activity - the process of forming and formulating a thought in a foreign language; c) the product of a speech activity - either a conclusion as a mental construction (when reading or listening) or an utterance (in speaking or writing); translation possessing the characteristics of both receptive and productive speech activities. Zimnaya's approach being an activity approach by nature reflects psycholinguistic views on the structure of a speech activity and outlines its three classical

stages: motivation, analysis-synthesis, performance. We consider the above-mentioned ideas of the student-centered and activity approach by I.A. Zimnaya the key ones for our autodidactic approach as they reflect the true nature of a foreign language communicative competence, i.e. any competence is formed and further developed only within the activity itself.

The integrative-differentiative approach by A.V. Gvozdeva supplies us with the idea of employing integration and differentiation as two alternating processes when learning a foreign language. Integration allows us to follow common aims whereas differentiation makes us do it in different ways catering for students' individual needs and interests. Unlike the individual approach, Gvozdeva's integrative-differentiative approach is group-based and professionally-oriented. It suits the aims and nature of our autodidactic approach to a foreign language teaching and learning at teacher training universities.

The contextual approach by A.A. Verbitsky enriches our approach with the idea of subsequent change of practice- and professionally-oriented models which allow students to gradually get ready for real-life tasks in the chosen professional field, i.e. the field of EFL teaching in our case. The first model is semiotic and aimed at students' work with ESP texts in all kinds of speech activity. It focuses on learning as the primary step of knowledge and skills acquisition. The second model is imitative: students play out professionally-oriented situations within the classroom environment. Project work may come in handy here, too. The third model is social and realized outside the university classroom, i.e. at work - students being in the capacity of 'real' teachers during their block teaching practice.

The cited methodological basis led to singling out specific principles of the autodidactic approach to a foreign language teaching. Thus, the principle of intersubject coordination coordinates language learning with the students' acquisition of methods of teaching which they are encouraged to use for self-directed EFL learning, first and foremost. Here we, as if, keep in mind the statement: "First teach yourself to study a language then you will teach others". The principle of tutoring lets students learn the language by teaching it. Here we take an advantage of them being future teachers and give them a possibility to teach each other in peer-teaching mode. The principle of individually oriented assessment presupposes the use of language portfolio to monitor students' individual progress in learning the target language, their individual difficulties and achievements, and the efforts spent on achieving the result. The heuristic principle allows students' to constantly move ahead despite the fact that some language or methodological material may not have been acquired by them at once at a good level since the content of the autodidactic approach is spiral, meaning time and again we come back to the material studied and employ it for solving new communicative tasks. Finally, the multitasking principle takes into account 'clip-thinking' of the

so-called “digital generation” of students and requires to organize specially split continuum of a lesson.

Pedagogical conditions necessary for realization of the autodidactic approach.

Students’ language level: B1 or higher.

Course of study: Practical Course of English (1.874 academic hours)

Class organization and its stages: the basic cycle that goes on interminably according to the autodidactic approach to a foreign language is “LEARNING - SELF-DIRECTED LEARNING - PEER-TEACHING”. The cycle reflects the three stages of class interaction that is aimed at forming students’ self-directed EFL learning readiness alongside with the development of their communicative competence in English.

The LEARNING stage is quite traditional: students acquire new knowledge and skills under the guidance of their teacher. The peculiarity of the approach in question is that their language learning intermingles with methodological input on how language teaching and learning work since our students are intending EFL teachers. For this purpose we shall not set learning and teaching apart. Our idea is to let them study “teaching” while learning the language. That is why our work at the given stage of the autodidactic approach runs as follows during a class: engaging – 1st methodological input (presentation) - language learning - 2nd methodological input (copying with individual difficulties) - language learning - 3d methodological input (reflection and setting objectives for out-of-class self-directed language learning). Special stress must be laid on the teacher acting as tutor to every student: he / she helps students’ discern individual difficulties in language acquisition and learning. The results of this ‘teacher-student’ cooperative work are registered in language portfolios where a student sees the material that is recommended to him / her by the teacher for independent work outside the classroom environment.

The learning stage is followed by the SELF-DIRECTED LEARNING stage realized out-of-class when students work on their own according to the previously set individual objectives in their portfolios. This stage of training includes the following steps: identifying individual difficulties in language learning and setting objectives; finding the necessary material, methods and techniques for training; training itself; reflection and evaluation.

Finally follows the PEER-TEACHING stage of the autodidactic approach of interaction. It is aimed at giving students an opportunity to apply their knowledge and skills of self-directed EFL learning to practice of professionally oriented activity - teaching, i.e. peer-teaching in fact. Such an interaction with their groupmates may be considered a sort of methodological output (compared to the methodological input at the learning stage) since students are asked to share their own experience of language learning to 3-4 other students.

The important link between all three stages is reflection and evaluation, and here we see eye to eye with J. Scrivener: “doing something - recalling what happened - reflecting on that - drawing conclusions from the reflection - using those conclusions to form and prepare for future practical experience” [11].

In addition to the language portfolio, our didactic and diagnostic materials include specially designed tests and questionnaires, and the textbook “Autodidactic English Learning for Intending EFL Teachers”. The latter is structured in accordance with the stages of the autodidactic approach to a foreign language and its main idea of merging language learning and teaching from the position of a student. Thus, the three basic parts of the textbook are “Autodidactic Awareness” (which assists students at the stage of learning), “Brush up Your Study Skills” (at the stage of self-directed EFL learning) and “Teach and Learn” (at the stage of peer-teaching).

Conclusion

The experimental training involved 183 intending EFL teachers, aged 18-22. The analysis of the level of their self-directed EFL learning readiness before and after the training shows its positive dynamics. The readiness under consideration increased in 78% of the students and ranges from 21-34%. The rest of the study group shows insignificant changes, i.e. from 7-14% on average. As for qualitative changes, the research results give us evidence that autodidactic approach to a foreign language learning teaches students to better: 1) select the material in accordance with the language difficulties of their “partners” and organize it appropriately; 2) follow attentively their language interaction within the small group, listening to each other; 3) discern and correct mistakes in the speech of others and, consequently, in their own speech; 4) assess the quality of the work done by themselves and others from the linguistic and methodological standpoints with the help of the criteria given in their language portfolios.

Thus, it is here where students’ self-directed language learning acquires its status of being professionally oriented, i.e. they come to the idea of learning the language by teaching it and turn out to be ready for it.

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CRITICAL THINKING AS A PREMISE FOR THE INTERCULTURAL COMPETENCE DEVELOPMENT

A.V. Soboleva, A.J. Lomakina

Abstract. The intercultural orientation of education at the present stage is dictated by the objective conditions of the socio-economic and political context of the current century. Intercultural communicative competence is one of the main aspects of professional competence of a specialist. The intercultural orientation of language education is embodied in the objectives of the modern stage of development of the theory of teaching foreign languages. Language today is considered as a special tool for creating and interpreting the “image of the world”, which provides the opportunity to “penetrate” into world culture, as well as the individual’s awareness of their national and cultural identity, which in turn contributes to the formation and socialization of the student’s personality. Such an understanding of the language, as well as the specificity of intercultural communication leads to the need to consider intercultural interaction from the perspective of mental processes. It is thinking that, being the highest stage of human knowledge, allows one to gain knowledge about such objects, properties and relations of the surrounding world that cannot be directly perceived through sensory perception. Thinking is an integral part and a special object of self-consciousness of a person, the structure of which includes understanding oneself as a subject of thinking, differentiation of “one’s own” and “other’s” thoughts, awareness of an unresolved problem as one’s own, awareness of one’s attitude to the problem. Critical thinking involves performing certain mental operations along with affective personality parameters. An analysis of intercultural communication from the perspective of cognitive personality parameters allows us to conclude that these parameters correlate with cognitive processes that form the essence of critical thinking and state the need for their interconnected development in the process of forming students’ intercultural competence.

Keywords: critical thinking, intercultural competence, cognitive processes.

Introduction

Intercultural communication is a very ancient phenomenon, which appeared along with the formation of different cultures. With the development of mankind, the number of cultural exchanges increased, different peoples increasingly interacted with each other. Consequently, it became necessary to study other cultures. Nowadays, under the influence of globalization processes, intercultural interaction has become an integral part of the life of modern society. Today, integration processes have reached unprecedented proportions in almost all fields of life - international corporations are being

created, the field of tourism is developing, migration processes are intensifying. It is obvious that there is a desire for closer cooperation between countries, for the deployment and deepening of international contacts.

However, even in the context of numerous integration and globalization processes, the modern diversity of cultures is not unified. Therefore, the study of the basics of intercultural interaction is necessary for every member of a modern society. Knowledge of the principles of intercultural interaction, understanding of its essence and features is important for both professional and personal development. Having at least a partial understanding of different cultures and understanding the differences between them, a person gets the idea of himself as a representative of one of these cultures, the nature and characteristics of this culture and its place in the world.

Such conditions require a personality capable of intercultural communication. The ability to carry out professional communication in foreign languages has become a necessity and one of the most demanded professional competencies which are required in the modern labor market. A professional communicant should be able to manage communication and overcome possible communication barriers, which can often complicate or impede the process of communication. It should be understood that communication is a complex process involving various aspects of the subjectivity of its participants.

Thus, linguistic education today is focused on intercultural communication, which is reflected in aims and objectives of the modern theory of foreign language teaching [1]. Language today is considered a special tool for the creation and interpretation of the “image of the world”, which provides an opportunity to “penetrate” into the world culture, as well as for building individual's awareness of their national and cultural affiliation, which in turn contributes to the formation and socialization of the student's personality. Therefore, modern foreign language teaching programs should be oriented towards developing the ability of learners to perceive and process foreign communication constructions, taking into account the specific situation of communication, the speech task and communicative intention, which requires the development of student's communicative and cultural experience. The paper aims to prove that the development of intercultural competence skills should be based on the development of critical thinking skills, which to a great extent overlap and contribute to each other.

Intercultural competence and thinking

In the publications of Russian and foreign researchers there are different interpretations of the intercultural communicative competence concept, namely:

- the ability that allows a person to go beyond his own culture and acquire the quality of a mediator of cultures without losing his own cultural identity [2];

- a set of background knowledge and the ability of their adequate application in a certain context on the basis of comparison of two or more cultures [3];

- a set of knowledge, skills and abilities by means of which an individual can successfully communicate with partners from other cultures both at the casual and professional levels [4];

- the ability to understand the situation, to acquire knowledge about the values and morals of another culture, as well as a certain potential for behavior in accordance with the values and morals adopted in the country of the studied foreign language [5].

Generally we see that the development of intercultural competence is aimed at the formation of an ability to communicate with the representatives of other cultures, using appropriate vocabulary in different contexts, as well as to understand the place and role of culture in the communication process. However the success of communication is also influenced by the nature of information that can be presented in speech explicitly or implicitly. To fully understand what he heard, the communicant needs to make certain conclusions in the process of statement perception. Let's consider, for example, the following short text: "Matt inherited a large amount of money. Berta loves diamonds and furs. Bertha was married to Matt". The text contains little actual information, but readers will likely conclude that Bertha married Matt for money and will now spend it on diamonds and furs, although such an interpretation may prove to be erroneous. Any message requires the addressee to fill in the gaps between the items of information in order to understand the implied meaning. That is why psychologists compare the process of mastering knowledge with the construction, in which new information is combined with what is already known to the recipient and the addressee. American psychologist Bruner gave a brief definition of thinking: "Going beyond the limits of available information". Understanding implicitness in speech by inference is the best example to support this definition [6].

Thinking is the highest level of human cognition; it allows you to get knowledge about such objects, properties and relationships of the world that cannot be directly perceived by sensory perception. Thinking is an integral part and a special object of person's self-consciousness, which includes the understanding of oneself as a subject of thinking, differentiation of "one's" and "other's" thoughts, awareness of the unsolved problem as one's own, awareness of one's attitude to the problem. One of the essential features of thinking is its unity with speech. Thinking is not "connected" with language, but expressed in it. Almost every word in a language is a concept and, mastering the language, a person thereby acquires the experience gained by

many generations of people. Reflection of the most significant connections and relations between objects and phenomena of reality by thinking is also usually done in linguistic forms.

Thinking process begins with the appearance of any problem and is always aimed at solving that problem. The development of thinking contributes to the full mastery of a foreign language and understanding culture, as a student is involved in the learning process and is an active participant who seeks to show his vision of a problem. Along with the thinking process, the skills of acquiring foreign languages are developed, as students must not only express their thoughts creatively, show their understanding, share their thoughts, argue, but also be able to produce speech in a foreign language. Students not only listen, speak, read or write, they “absorb” the necessary material. Information becomes not a passive knowledge, but an active part of it. It is necessary for students to be sensitive to the language and culture they are learning, to strive to understand it and use it thoughtfully, accurately and clearly. Intercultural competence always involves the process of critical thinking as one of the main items.

Critical thinking

Critical thinking as an issue of the modern Russian education is quite relevant, since the traditional paradigm of education that has been preserved until recently was aimed primarily at transferring to students the conclusions of science by reporting facts, laws, principles and rules. Now there is a need to teach students to discover these principles and rules independently, i.e. to teach methods and ways of solving problems. In this respect critical thinking is recognized as an important competence for students to acquire in academic language.

In the XXI century, the concept of “critical thinking” has gained considerable interest of many researchers. Researchers have posed different definitions of the term “critical thinking”, but they are all quite close in meaning. Thus Richard L. Elder & W. Paul defines critical thinking as disciplined, self-directed thinking that illustrates improvements in thought that are appropriate to a specific way or area of thought [7]. Diana Halpern defines critical thinking as the use of cognitive techniques or strategies that increase the probability of achieving the desired outcome. All these definitions imply mental activity, which should be directed to solving a specific cognitive task [6].

Critical thinking is often mistaken for such thought processes as remembering, understanding, and intuitive thinking. It is important to understand that, despite the importance of memory development, memory is not thinking. The development of intelligence is more connected not with the exploitation of memory, but with the development of independent thinking.

Understanding is just one of the preconditions of critical thinking. D. Kluster identifies five aspects that distinguish critical thinking [8]:

1. Critical thinking is independent thinking.
2. Information is the starting point, not the end point of critical thinking.
3. Critical thinking begins with asking questions and understanding the problems that need to be solved.
4. Critical thinking aimed at making a compelling argument.
5. Critical thinking is social thinking.

Facione defines critical thinking as the ability to reflect and withhold judgment before making a decision [9: 4]. The author concludes that critical thinking involves a set of cognitive skills, as well as a number of affective dispositions. Cognitive skills include interpretation, analysis, evaluation, inference, explanation and self-regulation. Analysis is concerned with investigating the relationships between different phenomena. It helps differentiate constituent components, their interaction and their correlations. It involves examining ideas, identifying key points, finding out arguments and supporting reasons, specifying and testing hypothesis, establishing the similarities and differences between two ways to the solution of a problem, comparing and contrasting. Interpretation involves understanding the meaning based on decoding and clarifying significant information. Inference deals with identification of relevant elements, stating a hypothesis and deducing the conclusions. It is based on interrogating evidence, guessing, choosing between different options and reaching conclusions. Evaluation is based on the credibility assessment of the information and contextual input a person perceives. Rendering the information involves explanatory skills which include “stating and justifying that reasoning in terms of the evidential, conceptual, methodological, criteria-logical, and contextual considerations upon which one’s results were based” [Ibid: 6].

Along with interpretation, analysis, evaluation, inference, explanation and self-regulation skills, the author emphasizes that critical thinking is also based on the following dominant personal attributes:

- inquisitiveness with regard to a wide range of issues;
- concern to become and remain generally well-informed;
- alertness to opportunities to use critical thinking, trust in the processes of reasoned inquiry;
- self-confidence in one’s own ability to reason;
- open-mindedness regarding divergent world views;
- flexibility in considering alternatives and opinions;
- understanding of the opinions of other people;
- fair-mindedness in appraising reasoning, honesty in facing one’s own biases, prejudices, stereotypes, egocentric or sociocentric tendencies;
- prudence in suspending, making or altering judgments;

- willingness to reconsider and revise views where honest reflection suggests that change is warranted.

Thus when a person thinks critically, he evaluates the results of his own mental activity - whether he has made the right decision or how successfully he coped with the task. Critical thinking also involves assessing the thought process itself - the reasoning that led to certain conclusions or the factors that were taken into account in the decision-making process. Critical thinking is also called directed thinking because it is aimed at achieving the desired result.

Critical thinking and intercultural competence

Intercultural competence is defined as an integrative personality quality, characterized by a set of communicative and cognitive resources, which manifest in a certain amount of knowledge, a number of skills and abilities [10: 58]. It allows a person to be an effective participant in intercultural communication. Intercultural competence development requires from a person a special characteristic of his personality that characterizes the value-based, conscious attitude to intercultural communication as a way of understanding the world, its goals and objectives, the process and the result. It has been proved that the development of some cognitive parameters of a person's ability to interact in terms of intercultural communication is a necessary condition for the success of the intercultural communication competence development process [11]. These parameters serve as a prerequisite and indicator of personal development and his readiness for intercultural communication. Intercultural competence requires special state of volitional and emotional sphere that allows a personality to go beyond his culture and become an equal participant in the dialogue of cultures.

In intercultural communication each culture performs as a system of codes that extend to speech, relationships, social and cultural norms, etc. As a rule code systems of different cultures are not comparable to each other or at best comparable only to a limited extent. As a consequence, in the context of intercultural communication, despite the common language, the system of meanings, at least in the perspective of their cultural aspect, will have fundamental differences for the representative of this linguistic society and for those who use the language as a foreign language [2: 118]. This is due to the fact that communicants impose language and non-linguistic signs for each other, and the knowledge associated with these signs remains in their minds and is not available for direct observation by the communication partner. Cultural-specific knowledge should also be backed up with the ability to navigate in the phenomena of a different way of life (to recognize, to perceive, to interpret, to compare with one's own culture), to obtain and retrieve the information, to assimilate and operate with new knowledge. A successful

intercultural communicant should be able to avoid current and prevent potential misunderstandings and conflicts arising on an intercultural basis, which becomes possible only due to positive attitude to another culture and its representatives. A certain state of psychological attitude towards cooperation with the representatives of a different culture as well as empathic perception of other forms of communicative behavior are also required. Cognitive and affective basis for effective intercultural interaction also rests on metacognition: open-mindedness and readiness to get to know another culture and perceive new psychological, social and intercultural phenomena are always accompanied with the ability to monitor, analyze and evaluate oneself, control one's communicative performance and speech behavior.

The above discussion shows that the skills of critical thinking and intercultural communication competence overlap to a certain extent. A competent critical thinker will be able to cope with prejudices, he will manage to stay impartial in some challenging situation and overcome the obstacles that can impede intercultural communication, and, thus, they will be successful in intercultural cooperation and interaction.

Conclusion

Interest in critical thinking as a separate thought process has emerged not so long ago. Only in recent years educators have incorporated the improvement of mental abilities of students into training programs. Traditionally in Russian higher education it was supposed that adult students are already "able to think". Numerous studies have shown, however, that this assumption is wrong. Psychologists have found that only 25% of first-year students have the skills necessary for logical and abstract thinking – the type of thinking that is required, for example, to answer the question: "what happens if..." or to evaluate abstract ideas.

A collaborative research of educators around the world has led to the creation of so-called critical thinking technology. Such technology implied a system of strategies that combine the methods of teaching, regardless of the specific subject content. The technology allows students to master various ways of integrating information, forms their ability to develop their own opinion on the basis of understanding various experiences and ideas, to build conclusions and logical chains, to express their thoughts clearly, confidently and correctly in relation to others.

The development of critical thinking skills is also closely connected to the development of intercultural communication competence. In order to form students' intercultural competence it is necessary to develop their ability of critical thinking. Therefore, it is advisable to include the formation of critical thinking skills into the intercultural communication course. Students can be taught to think critically, if such objective is stated in the framework

of a foreign language course. Critical thinking does not automatically appear as a side effect of conventional learning. Systematic efforts to improve thinking are required to achieve the expected effect.

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