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Editorial and publisher address:

National Research Tomsk State University, Faculty of Foreign Languages
36 Lenina Avenue, Tomsk, Russia, 634050
Telephone / fax: 8 + (3822)52-97-42

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LINGUISTICS

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ETHNOCULTURAL PECULIARITIES OF POLITICAL COMMUNICATION

I.D. Bekoeva, V.P. Dzhioeva, T.Y. Tameryan

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Abstract. The main purpose of the study is the analysis of the peculiarities of development and functioning of the South Ossetian political communication in its presidential and parliamentary aspects. The South Ossetian political discourse is defined as a speech act of an institutional political communication development realized in the conditions of Ossetian-Russian bilingual community. Social life of the Ossetians was traditionally based on the relations within the South Ossetian community which represents quite a sophisticated social mechanism, implying territorial links between different segments of the community, stability of interpersonal and intergroup relations. Thus, traditions and mentality of the Ossetians find their reflection in the South Ossetian political discourse which is characterized by some ethno - specificity presupposing both the combination of all speech acts used in political discussions, and the rules of public politics, time-honoured and testified by tradition and experience. The strategies and tactics of oral political discourse and linguistic means of their expression are studied on the material of speeches of the leading South Ossetian politicians. The basic method of the research is the method of cognitive-discursive analysis which involves definition and description of the specificity of realization of speech interaction with reference to the contextual environment that influences the choice and usage of language means. The study is based on the material of Russian language scripts of such genres as press-conference and interviews. Live dialogue is interesting due to the fact that in contrast to official rhetoric it demonstrates the dominant, system-forming strategies and tactics of political discourse producers. Realization of the strategies of openness and feedback is regarded to be the specific feature of the political communication of South Ossetian political leaders. Role self-presentation of the representatives of two branches of supreme power is based on the South Ossetian cultural tradition, characterized by a certain hierarchy and community-based relations: the politicians exercise supreme power either through their individual “selves” or, in line with the principle of plurality, explicating the collective “we”. Speech behaviour of the South Ossetian political leaders acquires the structure of the Russian political discourse, as the South Ossetian political discourse is developing in association and close connection with the Russian political discourse.

Keywords: political communication; bilingual community; genres of political communication; system-forming strategies and tactics.

Development of political communication within the framework of the modern political linguistics has become important due to the numerous political processes such as formation of new states establishing their home and foreign policies and trying to be integrated into the world context.

Republic of South Ossetia is a new state which appeared on the geopolitical map in 1990 immediately after the declaration of its independence. The model of its political and administrative structures has been developing for about a decade since that time, the first stage being the establishment of unicameral parliament (64 members). It was elected on the basis of general suffrage on January, 9, 1990 and was called at that time "The Supreme Soviet". The core of the Parliament was represented by the active members of the organization "Adæmon Nykhas" ("People's Assembly").

Presidency as the Institution appeared some time later in accordance with the general laws of political development and was preceded by the domestic political crisis which could have erupted into civil war.

Inauguration of the first president of the Republic of South Ossetia took place in 1996.

Formation of a new political system and establishment of its ideology as well as tendencies of development - the main factors of putting down the roots of national identity, resulted in appearance of new political leaders developing and exercising their own techniques of the authority-to-people political communication which is conditioned by ethnic peculiarities.

Scientific research in the field of the South Ossetian presidential and parliamentary discourses as a new language reality represented by communicative personalities of L.Kh. Tibilov and A.I. Bibilov, broadens the boundaries of political communication studies, and to a great extent influences efficiency of the country's political development.

South Ossetian political discourse represents the act of political communication (institutional type) realized in the conditions of the Ossetian-Russian bilingualism.

Methodology

Our research is based on the assumption that political discourse forms a combination of 1) all speech acts used in the political discussions; 2) time-honoured and testified by experience rules of public Politics [1: 6].

The modern anthropocentric scientific paradigm gives priority to a human dimension in language and is revealed in the exploration of the influence language has on behavior and consciousness of man, on the language-society relations (Y.D. Apresyan, N.D. Arutyunova, T.V. Buligina, V.Z. Dem'yankov, V.V. Kolesov, Y.S. Stepanov, A.D. Shmelev).

The present research is implemented within the framework of cognitive-discursive linguistic approach. Discourse analysis presupposes identification and description of specificity of speech influence, based on a context,

besides it takes into consideration the impact speech has on the choice of language means.

Cognitive approach makes it possible to identify connections of mental activity, speech production, cognitive bases, communicative intentions, pragmatic objectives, value guidance with verbal realization of the message conditioned by the language, ethno cultural and institutional competence of the addressee. Moreover cognitive Linguistics offers the prospects of building cognitive frames, schemes, scenarios and models framing the initial political communication of the political leaders as the representatives of political institutions.

Investigation of political discourse issues is based on the points of General Theory of Discourse developed both by foreign (T.A. van Dijk, G. Brown, G. Yule, J. Baudrillard, P. Sériot, M. Stubbs) and Russian linguists (V.N. Bazilev, E.V. Budayev, V.Z. Demyankov, O.S. Issers, V.I. Karasik, E.S. Kubryakova, A.P. Chudinov, E.I. Sheigal).

Political communication is the type of communication the subjects of which are politicians and political journalists; it is the type of communication dealing with the widely interpreted political issues and considered from the point of view of political subjects-the authors of political texts [2 and others].

Discussion

Our interest in the discourse of L.Kh. Tibilov and A.I. Bibilov representing two brunches of power - Executive and Legislative, can be explained by growing importance of the oral public communication of the political leaders, whose communicative personalities play an influential role in the formation of the South Ossetian political discourse.

The material used in the research (scripts representing different genres such as press-conferences, interviews, live footage of the politicians, TV programmes “Good Evening, Ossetia”, “Parliamentary TV Journal”) allowed to analyze genre diversity of the “authority-people” communication; to describe pragmatic peculiarities of the speeches given by the political leaders.

On-line and live dialogue unlike official rhetoric reveals dominant, system-forming strategies and tactics of the political discourse producers.

The whole number of researches deal with the description of strategies and tactics, which are considered to be instruments of communication (M.V. Gavrilova, O.S. Issers, V.I. Karasik, A.V. Olyanich, O.N. Parshina, A.P. Chudinov, E.I. Sheigal).

Traditionally community relations were the basis of social life of the Ossetians. Ossetic community represents rather complicated social mechanism, based on the territorial links, implying stability of relations both within the community and interpersonal and intergroup ones. Due to this relations status and social hierarchy systems are formed [3: 274].

The lowest layer of this multi-level system of the social system was formed by family communities united in their turn into larger familial associations of clans [4].

Rural communities *tsædis* were formed on the principle of territorial-familial association of the Ossetians. This kind of associations were based on the various forms of neighboring households unions, practicing mutual support and participating in joint farming and construction activities - *ziu*, as well as in celebrations of community festivals devoted to the Saint Patron of a certain locality - *kuvd* (Vaneev 1926, 1955; Magometov 1963; Gagloity 1974).

Reforms in 60-70s of the nineteenth century resulted in turning rural societies of Ossetia into state communities considered to be the lowest administrative units, which contributed to the rationality of governance. In the new communities all the important household and local legal order issues were solved at the village gatherings [Ibid.].

The system of self-organization of the Ossetians was based on the universal principles of collegiality and seniority. The principle of seniority was to be strictly observed on all the levels of the social system. Thus veneration of the seniors (age, status, economic position) constituted a cornerstone of self-organization of the Ossetians. Hence credibility (personal, traditional, positional) was the main condition of the implementation of power [3: 288].

The matrix of the South Ossetian society is constituted by some special ethno cultural codes the basic element of which is communality - "multiple familial relations, long-term relations within the work communities, participation in informal groups etc.; harmonious relationships between different generations, a specific status of an individual which is not offset but on the contrary acquires a special position according to the community hierarchy" [5].

Results of the Discussion

Developing according to the laws of institutional discourse South Ossetian political communication tends to be semi-official, which implies authority-people dialogue, personal involvement into lives of the citizens.

Communality of the contemporary South Ossetian society is reflected in arranging the so called *Nykhas* (community gatherings) - referendum involving all the layers of the society into discussion of the politically significant issues.

Answering the question concerning the coming referendum on the integration of the RSO into the Russian Federation, L.Kh. Tibilov (representative of the Executive Branch, further - REB) notes:

Этот вопрос волнует всех нас, всех жителей нашей республики. Эта идея появилась не сейчас, она логична, она существовала еще в советские годы. Тогда я слышал и от старших, и от младших, и от ровесников, что как бы ни складывалась ситуация, Южная Осетия в

перспективе должна воссоединиться с Северной Осетией. Все-таки это один народ, он разделен.

Идея существует, мы ее получили от предков и будем передавать нашему младшему поколению [6]. This problem is of utmost importance to all of us, the citizens of the Republic. This idea appeared long ago. It existed even in the Soviet times and it is quite logical.

At that time I heard both from the elders and my peers, that whatever the situation is, South Ossetia must be re-united with North Ossetia. Anyway it is one people and it is separated. The idea exists, we got it from our ancestors and we will pass it to the younger generation [Ibid.].

In the given fragment REB Tibilov, representing himself as the member of the community, emphasizes his commitment to the ethnic dominant in the realization of the communicative strategy: the following chain “ancestors - seniors - peers - juniors” reflects stability of hierarchical system of relations in the national consciousness.

19 января 1992 года <...> народ высказался за независимость и перспективу воссоединения. Еще было несколько референдумов, когда наш народ выражал свое отношение к вопросам вхождения. <...> On January, 19, 1992 <...> our people voted for the independence and the perspective of reunion. Our people showed its attitude to the integration at several plebiscites 4]. Demonstrating the strategy of unity with the people, REB actualizes the idea of integrity of the South Ossetian Community united not only by its historical past, blood ties, but also by nation-wide idea, implementation of which has been delayed for more than three decades.

Я тщательно изучаю настроения нашего народа. Эта идея принадлежит каждому осетину; Мы ждем этого исторического момента, знаем настрой наших людей, народ скажет однозначно «да». I am scrutinizing the mood of the nation. This idea belongs to every Ossetian. We are waiting for this historic moment, we are aware of the tone of our people and the people will definitely say “Yes” [Ibid.]. REB monitors the values of his citizens and it gives him confidence in the correctness of the political platform of the country.

Interaction of the Legislative branch of power with the people is based on the idea of equality of statuses. *<...> те, кто у власти, они тоже вышли из народа. Тем более что в югоосетинском обществе нет таких политических элит, где власть передается только в рамках определенного круга лиц. Президент республики, Председатель парламента, большинство министров и депутатов – выходцы из рабочих семей и интеллигенции. У нас нет у власти детей олигархов, и олигархата как такового не существует. Поэтому власть в Южной Осетии гораздо ближе к народу, чем в той же Украине, и лучше знает чаяния народа, чем в той же Грузии. <...> those who are in power are also common people. There are no political elites in the South Ossetian community where the*

power circulates within a particular circle of people. The president of the country, the Speaker, majority of ministers and MPs are from working class families and from intelligentsia. There are no oligarchs and their children in power. That is why South Ossetia authorities are much closer to the people than in the Ukraine or in Georgia [7].

Both political leaders note significance of cooperation and interaction of Executive and Legislative branches.

<...> хочу отметить, что все <...> ветви власти республики <...> работают, каждая из них несет ответственность за то доверие, которое оказано народом всем ветвям власти. I would like to note that the branches of power of the Republic work. Each of them bears responsibility for being credited by the people [6].

In this regard the representative of legislative branch (further RLB) fully supports the President of the country demonstrating commitment to the consolidation of the two branches of power.

Народ должен видеть, что и исполнительная, и законодательная, и судебная власть делают все возможное, чтобы гражданам Южной Осетии жилось комфортно. The people should see that the three branches of power - Executive, Legislative and Judicial do their best to make the life in South Ossetia more comfortable [5].

Unity of the political courses of the two political leaders, their synchronic interaction are revealed in the strategy of demonstration of unity of the political leaders representing two branches of power, which is prompted by necessity of maintenance and strengthening of a new state. Cognitive model "President + speaker + administrative body" is realized on the basis of the collective "we".

<...> мы ищем пути, которые не будут нас разводить в стороны, а будут сближать наши позиции. We are looking for the ways to unite our positions but not separate [6].

Distancing from opposability of the styles of governing bodies of a country as a factor of little importance, the representative of the executive branch of the government chooses to use a technique of reviewing the situation in the 3rd person:

Хотел бы отметить, что какой-либо напряженности между президентом республики и председателем парламента <...> не было и нет. Конечно, он, являясь председателем парламента, проявляет свой стиль работы. У меня свой стиль. Они в некоторой степени отличаются. Но мы регулярно встречаемся и каждый раз отмечаем, что и президент, и председатель парламента должны способствовать тому, чтобы сохранить мир в республике, сохранить стабильность. Ведь в конце 2011 – начале 2012 года республика находилась на грани внутренней войны. I would like to note that there is no tension between the executive and the legislative branches of our government and has never been. Of course, as a member of parliament, he manifests his own style of work. I have my own style too. The

two do differ to a certain extent. But we meet on a regular basis and we point out at every meeting the fact, that both branches of power must promote maintenance of peace and stability in the republic, taking into account the fact, that at the end of 2011, beginning of 2012 our republic was on the verge of internal war [7].

If the political discourse absorbing universal and specific national cultural values and deep cravings of the people, is undoubtedly the reflection of the social-political life of the society, the pragmatic peculiarities of language realization and substantiation of strategic and tactical moves serve as “alternating” parameters of the communication, indicating the individual preferences of the language personality. In the following extract the representative of legislative branch (RLB), identifying himself with the representative of the executive branch (REB), nevertheless, introduces tone of personal assessment to the characterization of the inner political climate in the republic:

Мы с президентом Республики смогли грамотно решить ситуацию, которая была еще месяц назад, сейчас этот градус напряженности сводится к личностным моментам, где одни пытаются уцепиться друг за друга. Но, как вы сами понимаете, все это не серьезно и напоминает скорее игры в песочнице. As for the situation, that we were to face a month ago, we, both branches of power, managed it effectively. Now some tension might only be felt in personal issues, when people try to hurt each other. All this resembles games in the sandbox [8].

The metaphorical image of the relations like those of children on the playground disclaims the seriousness of the conflict.

The national specificity of the political technologies of the representatives of the two branches of the government is - close-contact social communication, which proves to be the most effective in the ethnic environment, explicated by means of the strategy of openness of power.

The RLB uses technological methods of suggestion in the way of establishing contact with the audience. The idea of cooperation is carried out by means of semantic repetitions “listen, discuss, take notice”.

И, тем не менее, осознавая все это, я не отвергаю даже их притязания. Еще раз подчеркиваю – мы готовы взаимодействовать даже с незарегистрированными организациями, даже с теми, кто изначально настроен на отрицание любого нашего действия. Ответственно заявляю, я готов выслушать, обсудить, прислушаться к любой критике. Nevertheless, even after perceiving all this, I am not going to reject their claims. I want to emphasize the fact that we are ready to cooperate even with unregistered organizations, even with those who are sure to oppose to any action we are going to take. I am informing you, that I am ready to listen, discuss and take notice of any kind of criticism [Ibid.].

During his session with people the REB established communicative register and form, which presupposed readiness for productive collaboration with the population of the republic.

The use of semantic repetitions serves as a tactical means, based on suggestion meant for an implicit inculcation in the minds of addressees of the basic principles of political activities of this politician to be - openness and honesty.

Нам необходимо работать в открытом и прозрачном режиме с населением республики, чтобы не возникало вопросов к тому, что происходит в политической жизни нашего государства. We must work openly and transparently with the population of the Republic to avoid questions concerning the political life of our country [9].

The REB when addressing the citizens of the country realizes a set of strategies "openness-feedback". The statement of this politician points out the inadmissibility of the fact that the expectations of any citizen of the republic may fail to be attended to. The politician has the domestic problems of the citizens under his personal control as well as the governmental matters.

<...> нам всем есть что сказать народу. Мы должны доходить до народа. Мы открыты для прессы, готовы вести диалог с населением, в том числе и посредством прямых эфиров, это важная разъяснительная работа. <...>. we all have something to say to our people. We must reach our people. We are open to mass media; we are ready to communicate with the population via live feed as well. This is an important explanatory task [Ibid.].

Concluding his live feed with the citizens of the Republic of South Ossetia, the REB reaffirms the effectiveness of his communicative strategic reference points in his intercourse with the people.

Я получил такое удовлетворение от этой встречи, что мне захотелось еще больше сделать для них, активнее поработать во имя того, чтобы будущее у Южной Осетии было прекрасным. И оно будет прекрасным <...>. I am so gratified with this session that I would like to do even more for these people, to work more effectively for the beautiful future for South Ossetia [Ibid.].

At the same time the RLB when manifesting the strategy of openness still approbates his communicative strategic "set", considering the potential modality of establishing feedback.

И если кому-то не нравится, что для меня жизненным кредо, которое я взял с собой в политику, является искренность и прямота, то, пожалуй, это их личные проблемы. И я очень ценю в людях, когда они могут также открыто выразить свою позицию, с такими людьми я всегда готов вести диалог, даже если мы на разных полюсах. Я всегда могу выслушать любого человека, я никогда не относился предвзято к той или иной личности. And if somebody dislikes the credo of frankness and straightforwardness, which I brought to politics with me, it is his or her problem. And I appreciate it when other people also express their position openly. I am always ready to communicate with such people

even if we don't share political views. I can listen to anybody at any time and I have never been prejudiced towards any person at all [8].

Communicative-role aspect of personal political discourse explicates the specificity of self-identification of its characters.

Communicative strategy of self-presentation of RLB is oriented towards creation of image of a politician who positions himself as a spokesman of the majority of the deputies, and accomplishes coordination with government bodies and public organizations minding the interests of the party he represents. That's why his "speech mask" is realized by collective "we".

Да, вы верно отметили, и партия «Единая Осетия» пока единственная политическая сила в Республике, которая использует механизм реальных проектов для решения социальных проблем, а не пустословие и красноречие. Мы создаем условия для занятий спортом и интеллектуальным развитием для детей и подростков, для развития новых форм творческой деятельности <...>. Мы оказываем материальную помощь социальным учреждениям – детским домам, интернату, дому престарелых. Мы также помогаем продвигать инициативы граждан, к нам поступило очень много предложений от наших избирателей, с которыми мы не перестаем поддерживать диалог. Мы не превозносимся над другими политическими партиями, мы ходим по земле и общаемся с нашими согражданами, и призываем своих коллег к этому же – к созиданию и неустанному труду во имя интересов Отечества. Мы выпускаем газету, в которой публикуются самые актуальные комментарии и темы, стоящие в эпицентре общественного внимания. Yes, you were right to note that "United Ossetia" is still the only political body in the republic which uses a mechanism of real projects for dealing with social problems and not just eloquence or verbiage. We create conditions for sports and intellectual development of children and adolescents, for development of new forms of artistic activities <...> we maintain social institutions - orphanages, boarding schools, the nursing home. We also help the citizens to promote their initiatives, we received a great number of proposals from our electorate, with which we are in constant contact. We do not exalt ourselves above other political parties, we walk on the earth, we talk to our citizens, and we request to our colleagues to do the same - to create and work incessantly for the sake of our Fatherland. We edit a newspaper, where we cover the most urgent commentaries and topics, concentrated in the epicenter of public attention [Ibid.].

Conclusion

Let's sum up the basic results of our investigation: political linguistics pays great attention to the language aspect of political sphere as a specific field of human activity, having a major effect not only on the society in a whole, but on an individual as well.

The ethnic specificity of development of the South Ossetian political communication is characterized by inadmissibility of manipulating the con-

scious mind and volition of an addressee and by establishment of mechanisms of dialogical interaction, based on the rejection of opposition of the branches of power. The peculiar discursive features are the principles of openness and feedback, established due to the ethnic traditions of communality and collegiality. These principles prove to be the most efficient dominant strategies.

Absence of distance between the government and the people provides for confidential modality and determines the efficacy of the South Ossetian politicians.

Political activities are based upon the traditions and forms of the national political speech. Personal speech masks of the political leaders of the Republic of South Ossetia reflect the principles of communality and social status hierarchy: the supreme power is objectivized by individual “I” and collegiality is manifested by “we”. At the same time speech behavior of the South Ossetian political leaders demonstrates coincidence with the structure of the Russian political discourse, as the South Ossetian political discourse is developing in association with the Russian political discourse.

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Information about the authors:

Bekoeva I.D. – Associate professor, South-Ossetia State University named after A. Tibilov, English Chair, Foreign Languages Department. Post-graduate student, North-Ossetia State University named after K. Khetagurov, Foreign Languages Chair for non-linguistic specialties of the Foreign Languages Department (Vladikavkaz, Russia). E-mail: irina.beckoeva@yandex.ru

Dzhioeva V.P. – Associate professor, South-Ossetia State University named after A. Tibilov, English Chair, Foreign Languages Department. Post-graduate student, North-Ossetia State University named after K. Khetagurov, Foreign Languages Chair for non-linguistic specialties of the Foreign Languages Department (Vladikavkaz, Russia). E-mail: jio.varvilina@mail.ru

Tameryan T.Yu. – Doctor of Philology, professor, North-Ossetia State University named after K. Khetagurov, Foreign Languages Chair for non-linguistic specialties of the Foreign Languages Department (Vladikavkaz, Russia). E-mail: tamertu@mail.ru

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PLACE NAMES METAPHORA IN LANGUAGE AND COMMUNICATION

T.V. Khvesko

Abstract. Teaching universal cultural concepts in the system of intercultural education is considered to be an effective means of a foreign language knowledge improving. The relationship of Place names with personal names, vocabulary words, landscape terms, archaic Indo-European roots, language and communication are considered in complex with history and cultural impact. The correlation of mental images with linguistic verbalisation of Place names is observed. Special attention is paid to the nominator creativeness when metaphorical transfer of mental spaces occurs in Place names. The cognitive approach to a foreign language teaching through universal intercultural concepts is offered.

Keywords: nomination; creativeness; metaphor; universal; local features; Place names; culture; morphology; nickname; concept.

Aims and methods

The aim of the article is to explore the relationship between cognitive concepts and cultural concepts as embodied in metaphorical, figurative Place names and to show universal and local features of Place names having metaphorical associations in different cultures. The practical aim is to show how teaching of universal cultural concepts in the System of intercultural education effects foreign language knowledge. Ethnic conflicts in European countries have raised a question whether the ideas of multiculturalism appeared to be a failure or not. Some people are ready to deny the principles of multicultural education. We do not offer radical changes, but certainly new ideas should be taken into consideration. The challenges of globalization appeal to develop a new theoretical approach within intercultural education. It is well known that native speakers unconsciously transfer their cultural values to a foreign language for international communication use. It leads to mutual misunderstanding. How do we help the students to prevent such a situation? To create effective intercultural environment for the students a new approach is offered. General methodology is based on the idea of cultural interaction in a multicultural society and the necessity of acquisition not only of a language system, but also a conceptual system in the process of foreign language teaching.

The following linguistic methods were used in our research: 1) investigation of universal cultural concepts due to the dictionaries description, etymological, morphological and structural analysis of Place names in Rus-

sian and English; 2) investigation of micro contexts containing some characteristics of a particular concept in a broad contexts (phraseological units, idioms).

Introduction

We try to demonstrate that cognitive metaphors are instantiations of cultural categories manifested in the language spoken by the community that shares a common set of characteristics within a given cultural matrix. Following Lakoff and Johnson [1], Kövecses [2] considers that metaphors classified in cognitive categories account for cultural categories, both in terms of conceptual universals and variants, resulting in a complex mapping of inter-related cross-connections. "According to the cognitive linguistic theory, one concept is represented in our mind by a series of other concepts that together constitute a coherent whole, in the form of a mental frame. However, there are social and cultural, even ideological concepts that are hardly generalizable, and hence, not universal" [3].

As analyzed by Zoltan Kövecses [4], an example may be the representation of the self, which is variable across different cultures. In Western societies that emphasise the self, the concept of Place name is associated with the Personal name of the owner of destination. Cognitive presentation of reality is observed in Place Names which reveal some general classes: those embodying personal names, chiefly the surnames of pioneers or of national heroes; those transferred from other and older places, either in the eastern states or in Europe; Indian, Dutch, Spanish, French, German and Scandinavian names; Biblical and mythological names; names descriptive of localities; and names suggested by the local flora, fauna or geology [5]. The names of the first class are perhaps the most numerous. Some consist of surnames standing alone, as Washington, Cleveland, Bismarck, Lafayette, Taylor and Randolph; others are contrived of given names, either alone or in combination, as Louisville, St. Paul, Elizabeth, Johnstown, Charlotte, Williamsburg and Marysville. The number of towns in the United States bearing women's given names is enormous. Most of these places are small, but there is an Elizabeth with 75,000 population, an *Elmira* with 40,000, and an *Augusta* with nearly 45,000. We divide all the nominations into primary and secondary. The first one means direct correlation of the name with its object in mind, while the second type of name giving is metaphorical. Generalization is clearly seen in nicknames, e.g.: Alwine bierd (1148) → BEARD; Robert le Bor (1287) → BOAR; John Baron (1296) → BARON, BARRON; Uluricus Wilde (1086), Henry le Wylde (1236) → WILD.

The appearance of a person is manifested in the Personal names: Henry **Bigge** (1177), Thomas **Blac** (1198), John le **Brade** (1212), Geoffrey **Bunch** (1195), Hugh **Crees** (1316), Richard **Fatt** (1260), William **Short**

(1327), **COPPER NOSE**. Professional activity is manifested in the names: William le Bakere (1177), Robert le Carpenter (1212), William the Floutere (1268), Humphery le Hunte (1203), Richard le Scrivien (1208-13).

Our investigations concentrate on Place names and historical development of culture. We try to show universality and variation in the linguistic expression of metaphors across various cultures. Some Place names are very matter-of-fact about natural surroundings: *Twin Lakes* (in six states), *Three Lakes* (in two states) and even *Mosquito Lake* (just in Alaska). *Dinosaur, Colorado* also falls into this what-you-see category. Sometimes, American Place names draw on natural features that are not merely seen with the eyes, but also perceived by the nose and the tongue, maybe the well water tasted like diluted candy (Sweetwater), maybe something in the air smelled like rotten eggs (*White Sulphur Springs*) [5].

It is interesting to note that many towns were named after tastes people prefer in their diets. Americans are obviously inspired by sugar and salt, but have little regard for spiciness. There is only one *Spiceland* in Indiana. Salt tops sugar in popularity, especially if you count towns named *Saline* or *Salineville* (six of them) or *Salinas* (just one in California). There are numerous cities with names that advertise their supposed wealth in coal, lumber, wheat, corn, towns named *Enterprise* and the much rarer towns named *Success*. There are plenty of Place names that seem eager to flaunt wealth and status.

The meanings of topographical terms can vary a good deal from name to name, for some elements used over a long period in the formation of English Place names underwent considerable changes of meaning during medieval times: Old English *feld* originally “open land” developed a later sense “enclosed plot”, Old English *wald* “forest” came to mean “open upland”, and Old English *leah* “wood” became “woodland clearing” and then “meadow”, *Godmaer's* → *Gomers, Grimesthorpe, Grimsto* [6].

The choice of the most likely meaning for one of these elements in an individual name is therefore a matter of judgement, based among other things on locality, the nature of the compound, and assumptions about the age of the name. Moreover recent research has increasingly shown that what seem to be similar terms for *hills or valleys, woodland or marshland, or agricultural land* had fine distinctions of meaning in early times. Different Old English terms for “hill” like *dun, hyll, hrycg, hoh, heafod, and ofer* are far from being synonymous, seem to have had their own specialized meanings. In addition these and other common topographical elements like *eg* (island), *ham* (enclosure), and *halh* (nook) were each capable of a wide range of extended meanings according to date, region, and the character of the landscape itself [7]. Place names form very large and diverse groups, representing description of some topographical objects either natural or man-made, which were then transferred to the settlement, in which some components are used metaphorically: *Crowborough, Glastonbury, Neasden, Greenock,*

Brightlingsea, Orcney, Bourton-in-the-Water, Bourton-upon-Trent, Bourton-in-the-Hill, Black Bourton, Burton Constable, Clayton-le Moors, Clayton-le-Dale, Clayton-le-Wools.

The names for rivers and streams, springs and lakes, fords and roads, marshes and moots, hills and valleys, woods and clearings, and various other landscape features are also the names of inhabited places: *Sherborne, Fulbrook, Bakewell, Tranmere, Oxford, Breamore, Stodmarsh, Swindon, Goodwood* – all have the second element that denote topographical features.

Compositional structure of Place names

Place names, its functioning, meaning and origin, structure and the area of distribution, historical development and semantical changes, the relationship of names and vocabulary words are studied in various cultures [8–11]. Place name response to the sociological changes is immediate so they can serve as chronological units as well. Ancient Indo-European elements are presented in place-names being an informational source. Place name scholars collect spellings of Place names (including the names of old places that have been lost) from charters, court records and other ancient documents. The names of small places can be especially important in studying family names of local origin: some families took their name, not from a village but from an individual house in which they lived, e.g. *Blakeway* or *Copplestone* [12].

Culture, history, geography and linguistic analytical methods have found successful application in Place names studies. The origin and borrowings of geographical names are considered to deal with cultural heredity. We suppose the variability of the linguistic forms of Place names is caused by the history of the country, whether it describes some **topographical objects** either natural or man-made, which were then transferred to the settlement: *Bourton-in-the-Water*; **object quality**: *Leeds Castle*; *Gidea Park*; *Chidwell*; or **historical occasions**: *Brentwood*; *Barnstaple*, *Brittas Bay (briotas)*.

Place names research including cultural and sociological aspects, is an applied autonomous discipline, which observes cultural heredity of the society. The traditions of name giving are specific in each culture. It is closely connected with the history of the country: personal names and nicknames, place of birth and living, land owning, family relations, culture and labour [7, 13]. Individual creative features of the Place names giving are considered in complex: mental cognition and cultural effect [14]. Interrelation of languages in the conditions of ethnic contacts initiates existence of territorial universal units, which participate in word compositions. Special attention in our research is paid to singling out universal and local features of Place names. Scientists try to reconstruct archaic forms and Indo-European roots which are saved in modern Place names [6, 15-17]. Some Indo-European roots being the parts of British Place names are used metaphorically:

- **Bel** in *Belfast, Belleek, Ballyshannon, Belcoo*
- **Boil** in *Newbottle, Newbattle, Bootle*
- **Burn** in *Bruton, Brockworth, Broxbourne, Kilburn*
- **Caer** in *Caernarvon, Carlile, Carstairs, Carn, Carnedd, Carnlea, Carron*
- **Cluain** in *Clinyckracken, Clane, Cloncaird, Clunes, Clonmel*
- **Ey** in *Lambay, Dalkey, Ireland's Eye, Lundy, Walney*
- **Glas(s)** in *Glaslough, Kilmaglush, Glashaboy, Douglas, Glasnevin*
- **Grian** in *Grianan, Greenane, Clogrennan, Greenoge*
- **Lann** in *Lampeter, Lamlash*
- **Mark** in *Marbury, Merkbury, March, Marchmont*
- **Muir** in *Connemara, Kenmare, Murree, Glamorgan, Morecambe,*

Murrey.

Indo-European roots are the most informative components of the Place names [6]. Their analysis allows to find out the most ancient Indo-European borrowings (*Murrey, Diskir, Derry*) saved in old Slovenic languages [10, 15]. Many old Place names have undergone some degree of reduction in the long period since they were first coined.

Most English Place names consist of two elements, the first of which usually qualifies the second. The first element in such compounds may be a river-name, a personal name, elements describing flora and fauna. The second element is a landscape term. Typical examples of metaphorical Place names being formed during the Old English period are: *Daventry, Coventry, Oswestry, Dafaš tre, Cofaš tre*, where *tre* means “the place of a hundred meeting” while in the following Place names different kinds of flora are presented by means of *der / beith / ash*:

Dar / der: *Derwent, Daren't, Dart, Darly, Darvel* (celtic: *deruenta* → *dar / der*); **beith** (Gaelic: *beither* → *E birch*): *Dalbeattie*; **ash**: *Knotty Ash etc.*

However some place-names consist of one element only, at least to begin with: examples include names like *Combe* ('the valley'), *Hale, Lea, Stoke, Stowe, Thorpe, Worth, and Wyke*. Less common are the names consisting of three elements such as *Claverton* (burdock ford farmstead), *Redmarley, Woodmansterne, and Wotherton*; in most of these the third element has probably been added later to an already existing compound [6] and showed linguistic creativeness of Place Names giving in the UK. There are kinds of Place names composition, one of the most frequent being the use of the medial connective particle *-ing* in *Paddington*, probably best explained as estate associated with a man called *Padda*. Some compound Place names in the western parts of England (especially in *Cornwall, Wales, and Cumbria*) have a different formation. They are so-called name-phrases in which the usual order of elements is reversed following Celtic practice: *Aspatiria* (*Patrick's ashtree*), *Bewaldeth, Brigsteer, Landulph, and Tremaine*. The names with this characteristic Celtic word-order are also predominant throughout *Ireland, Wales* and much of *Scotland* [8].

Morphological processes as markers of a human creativity

Linguistic creativeness as manifestation of nominator mental individuality is observed in morphological processes taking place in the original and borrowed Place names, it means they are universal.

We studied formation, development, scientific and folk interpretations of original and borrowed topographical onyms in diachrony and found universal and local features of Place names.

As mentioned above Place name is a universal phenomenon for the Indo-European languages. Linguistic creativeness as manifestation of nominator individuality is manifested in hybrid formings. Creative transformations of toponyms are clearly seen at the morphonological, lexical, and structural level of linguistic analysis. In British Place names the following morphological processes take place:

hybridization: *Silverstone* ← *Sewulf's* + *ton*; *Yelverton* ← *Ella's* + *ford* + *ton*; *Glamorgan* ← *glan* + *more* + *geni*; *Godmanchester* ← Lat. *Godmund* + *cestre*;

reduction: *Fotheringhay* ← *forth* + *here* + *ing* + *eg*; *Grantchester* ← *Grant* + *set*; *Glen Affric* ← *glen* + *a* + *the* + *break*;

reduplication: *Torpenhow Hill* ← *tor* + *pen* + *how* + *Hill*;

adaptation: *Conisbrough*; *Glastonbury*; *Gold's* + *pie* (*E*) ← *by* (*ON*). Such modifications as *stone* → *ton*, *borough* → *burg*, *chester* → *set* cause the loss of primary meaning and appearance of naive folk interpretation of the new form, e.g. *Brownsea Island* → *Brunkeseye*, where the final component *E eye* ← OE *ieg*. Folk interpretation of *Brownsee* is considered: *brown* + *sea*.

In Russian Place names the same morphological processes take place:

reduction: *Semivragi*, *Prechistenka*, *Sukhodol*, *Sivtsev Vrajek*, *Kholmogory*, *Kitai-gorod*, *Spas-zaulki*, *Zamoskvorechie*, *Novgorod*;

adaptation: *Pinega*, *Onega*, *Ladoga*, *Vetluga*, *Sviyaga*, *Volga*, *Vichegda*, *Vologda*, *Nerekhta*;

rotation: final component *ga/da* (means *water*) is observed in the North while in the centre of Russia *va/ma* is used: *Neva*, *Sosva*, *Narva*, *Proshva*, *Kama*, *Chukhloma*, *Kostroma*, *Bogulma*, *Yakhloma*;

hybridization: *Belozero*, *Churozero*, *Ustozero*, *Orenburg*, *Omsk*, *Tomsk*.

Cognitive approach to metaphorical Place names

Metaphora, its origin and some morphological processes concerning it can be observed in the Place name *Manchester*. The meaning is not *chester* of a man, but *chester* on the hills resembling breast of a woman (*mamma*). Metaphora is one of the basic mental operations in the process of getting

knowledge, comparison and explaining the world around us. Everyday life, language, thinking and action - all this is metaphorical in nature. G. Lakoff and M. Johnson [1] concluded «the essence of metaphor is understanding and experiencing one kind of entity in terms of another kind». According to N.N. Boldyrev [18] cognitive linguistics is the science that deals with cognition in its linguistic reflection. Cognition, in turn, is a cognitive process in itself, and the result of this process is knowledge. Cognition is perception of the world, observation, estimation and categorization. One of the most important ideas of cognitive linguistics is that a concept defines the semantics of language meanings. Among the lexical resources that represent concepts in a language, we have identified the names composed by means of metaphor. We think that metaphor plays an important role in both the practical and theoretical thinking - the ability to show similarities between very different classes of objects. In other words, a human understands the unknown through the known, they understand abstract things through particular things. The notion can be transferred from one mental space to another [19].

Cognitive activity of a human is accompanied by the process of conceptualization, modern linguists believe it as “certain” cross-cutting for different forms of knowledge, particular minimal conceptual units. Concepts are the components of the human consciousness and knowledge of the world. The most important concepts are encoded in the language by means of morphological elements. A concept is a semantic formation marked by cultural features and in some way characterizing certain ethnic groups of people. The concept does not arise from the meaning of the word as a result of the dictionary definition, it is combined with personal and national experience of people.

“Conceptual metaphor is one of the most important cognitive mechanisms based on establishing links between concepts (conceptual framework), belonging to different fields of knowledge (domain)” [14]. Since metaphorization is based on associative connections within the human experience, the created metaphors borrow lexical means from the other spaces. Metaphoric process requires the target sphere (a new conceptual domain). While the source sphere is specific, the target sphere is abstract and is understood within the source sphere.

Place names in communication

Cognitive function of Place names is manifested in its ability to be part of such stable combinations as the *London Eye*, *London smoke* (in terms of the color of smoke); *the lungs of London* “squares and parks of London”. Phraseological units include popular Place names: *to turn out the best side to London*; *bet London to a brick* “to be completely sure”; *a London jury*; *hang half and save half* “imperfect judicial system”; Lincoln was, London is, and

York shall be “London is a thriving city”; *Oxford for learning, London for wit, Hull for women, and York for a tit* “London wit”; *Oxford knives and London wives* “London is fair of brides”.

Place names containing information about the culture, traditions, public and political life of people, become a part of phraseological units. It becomes a kind of symbol containing cultural and historical information. Thus, in addition to identifying the object in space, the Place name in phraseological units performs symbolic and axiological functions, for example: *Tom O'Bedlam* means “crazy, insane”. Now it is used in the meaning of extreme confusion and disorder (Bedlam → crazy house → mess). Phraseological units are stable word combinations, for which separation, semantic complication of components, morphological and syntactic fixation are characteristic. Such nicknames as “Golden-domed capital” are partially re-interpreted as phraseological units, because weakening of the initial meaning of the components accompanied by its transfer from one mental space to another according to the metonymic or metaphorical sign. We consider nomination to be primary or secondary ones, specifying that the primary nomination is the correlation of the name with the object of reality reflected in the mind. The secondary nomination is based on the use of units of language in metaphorical way. The popularization of the Place name leads to creation of nickname: *American Rhine* “the Hudson River”. The image of Place name as a semantic duality, expressed in the transfer of the name from one space to another, is a generalized type of the verbal embodiment of the image, distinguished from a number of similar ones due to a significant feature [20].

The diversity of phraseological units in English is used to express the emotional response. It allows the speaker to express his attitude towards the object of evaluation, without identifying it. Conceptual modeling of phraseological semantics reveals root operation logical deduction based on the derivation of the conceptual mechanism updated memory available in personal and social knowledge. From the reflection point of view the basis of phraseological units with cultural knowledge are divided in the national cultural phraseological units and intercultural phraseological units, borrowed from other languages. The cultural sources of phraseological units with Place names are: historical events: *meet one's Waterloo* “fail”; *Canterbury story* “children's tale, fiction”. Sources of intercultural phraseological units with Place names are: the biblical plagues of Egypt borrowing: *Egyptian penalty* “trouble, distress”, *the Tower of Babel* “language barriers, noise”, *Sodom and Gomorrah*; mythological borrowing: *hot as Hades* “extremely hot”, *black as Hades* “joyless, bottomless”, *cross the Styx* “die”; borrowing from other languages: *do at Rome as the Romans do*. The obvious predominance of cultural phrases clearly shows that the appearance of most of them is linked to social, economic, political and industrial activity. Less productive sources are lexical units concerning historical facts and events of the past.

The bulk of the bibleonims and mifonims belong to universals, which are used not only in English but also in other languages. As a result of rethinking the shape is filled with new content: *Adriatic tummy* (Slang) “indigestion”; *Havana rider* “passenger who tries to hijack a plane”. Research on the nature of the Place names as a component of phraseological units indicates that most of them are the names of popular settlements: *to carry (send) owls to Athens, from Baltimore to San Francisco* “very far away”; *on (take) the road to Buenos Ayres* (Slang) “become a prostitute”; *the black hole of Calcutta* “small, close and sweltering classrooms”; *as poor as the Bishop of Chester* “immensely rich”; *as true as Coventry blue* “reliable, stable”; *enough to puzzle a Philadelphia lawyer* “messy business”; *all roads lead to Rome*; *better be the first in a village than second in Rome*; *the battle of Waterloo was won on the playing fields of Eton* “glory England is forged in closed educational institutions” [21]. Analyzing phraseological units with Place names we tried to reveal universal and local peculiarities of Place names and find out how cultural concepts are embodied in communication. Now we understand that the main feature of metaphora is deonimization of the Place names due to its communicative historical popularity, connected with social, economic, political and industrial activity [22, 23].

Conclusion

We came to the conclusion that the tradition of names giving is specific for each culture. Comparative analysis of the morphological structure of russian and english Place names helps to identify specific ethnic features realized in such morphological processes as reduction, reduplication, hybridization and adaptation. Due to globalization the structure of Place names is universal in both languages while local morphological content may vary because it is closely connected with cultural aspects, social norms of the society, conditions of people birth and living, lands owning, family relations and labor. Current tends of metaphoric names reflect cognitive mechanisms of concept transfer from one mental space to another, the correlation of universal communicative patterns with local linguistic verbalisation of cultural concepts. Special attention is paid to the nominator creativeness in the process of metaphorical transfer of mental or perceived images to Place names when cognitive mechanisms determine the morphological form of the Place names. The process of creativeness manifests not only the image of the landscape object but expresses the communicator selfrealization as well.

Personal names, Place names, nicknames as cultural concepts, play an important role in the process of communication. Globalisation presents a unique opportunity for currently new tends of the names giving with Internet communication expanding. The Place names show not only perception of reality (what-you-see or what you-feel) but help to create desired virtual

nicknames. Specific features of Place names should be considered in complex with conceptualisation in definite culture. Practical application of the theoretical cognitive views challenge a new intercultural approach to the foreign language teaching. The process of a foreign language teaching should be based on the principles of cognitive sciences and focused on the fact that teaching foreign languages is not only a language code acquisition, but learning of the conceptual world picture of native speakers in comparison with the partner world picture. The idea of cultural conceptualization of Place names is topical. We realized how to teach students understand universal concepts. Communication competence development in the students paying particular attention to the universal cultural concepts, cultural differences and similarities of its interpretation in russian and english Place names help students to master high level of intercultural competence and prove the effectiveness of the new approach to a foreign language teaching.

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Information about the author:

Khvesko T.V. – Doctor of Philology, professor of the Department of Foreign languages, Tyumen State University (Tyumen, Russia). E-mail: khvesko@inbox.ru

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AUTHOR'S TERM: WHAT IS IT? / DEFINING THE CONCEPT "AUTHOR'S TERM"

Yu.V. Slozhenikina, A.V. Rastyagaev, I.Yu. Kuhno, A.S. Zaytseva

Abstract. In the article the researchers state that in contemporary Russian terminology there is no concept "author's term" and no author's term definition. Traditionally it has been accepted that the author's term is a term with a reliably known authorship, or a term named after the discoverer of a scientific phenomenon. The researchers consider this approach to be erroneous and suggest that the author's term exists only within the author's original scientific hypothesis. As this hypothesis is described by the system of interrelated concepts and terms, so there is no isolated author's term. The researchers offer their own definition of the author's term. The author's term is a special sign created within the framework of a unique scientific theory, an element of the system of concepts interconnected with other terms and concepts of original hypothesis, referred by the speakers of the language for specific purposes to a specific author's idea, representing scientific picture of the world which is not generally accepted.

Keywords: terminology; terminological field; author's term; author's intention; scientific theory.

Introduction

In 1961, in the issue of "Questions of terminology" the fundamental paper "What is the term and terminology" by A. Reformatsky was published [1]. According to the etymology of the word "term" meaning "border, limit", the author separated the properties and features of the words of science from properties and features of the language words. He stated that it was possible to consider the words of science within the terminological field. The main cognitive feature of terms is their principal connection with the system of concepts of a definite science. According to A. Reformatsky, terms are closely connected with the needs of theoretical thought. Their number in any science or scientific field is countable, they serve to reflect verbally the system of concepts of a definite science.

It is not the context of usage that is important for the term, but the terminological field within which the term is unambiguous. "One and the same" term in different terminological fields is a homonym in fact (the essence homonym), since the connections of the concept fixed by the term are different in different sciences. These different "nets of coordinates" allow us to talk about idiomatic and paradigmatic features of the terminological field of each science or scientific field. If the "terminological key" is known, the term can live an independent life and be understood outside the context [Ibid.].

Reformatsky's ideas formed the basis of contemporary understanding of the term's essence which is characterized by the following main features:

- 1) the term refers to a special concept;
- 2) the term definition is equivalent to its conceptual meaning; the term and definition are interchangeable;
- 3) the term is systemic - there is not one concept standing for the term but a whole set of interrelated concepts;
- 4) the definition reflects systemic connections of the term and its place in the terminological system [2].

The history of author's term definition and presentation in terminology

What is author's term and terminology? A. Dyachenko in the abstract to his "Dictionary of author's terms, concepts and names" justifies his choice of 3700 terms in the following way: "The dictionary contains only terms whose authorship is reliably or almost reliably known" [3: 2]. This means that the lexicographer considers author's term to be a special language unit, isolated from the text and having an established attribution. For example, "The term "*heart abdominalization*" was suggested in 1957 by G. Reinberg, who meant by this term a special treatment method for chronic coronary insufficiency..." [Ibid.: 5]. This approach raises several questions.

First, A. Dyachenko places the so-called "memorial terms" in the dictionary. For example, "*Listeria* is the term suggested by Peary in 1927 in the honor of an English surgeon, the creator of antiseptic trend in surgery, Joseph Lister (1827-1912)" [Ibid.: 164]. Which side of the dictionary entry the notion "author's one" should be referred to? To the left, that is, the lexeme, naming the discoverer of the phenomenon? Or, to the right, that is, the definition, telling the name of the person who proposed the denotation? Such uncertainty can generate comic situations like in case with the term "donkeypower"¹.

Secondly, the dictionary entry *lithium*, for example, states that "the author of the element is the Swedish chemist and mineralogist Jons Jakob Berzelius, who offered to Arfwedson, another Swedish chemist, the discoverer of the new element, to call it *lithion*" [Ibid.: 164]. Who should be given the laurels for introducing the element *lithium* into chemistry? Its discoverer or the author of the term? Following this approach, a dilemma arises: whom do we consider to be the author of the term? What do we refer the notion "author's one" to? To the term or to the phenomenon? Can we consider the scientist, who proposed only a form for naming a scientific fact to be the author of the term? After all, the concept that correlates with this form was developed by another researcher.

¹ In 1884, in the English magazine "Electric Review", it was proposed to introduce another power measurement – donkeypower, which constituted one third of horsepower. Note ed.

Thirdly, many of the former special lexemes are now deternalized and perceived as commonly used, such as *lordosis* (Hippocrates), *lori* (Bufon), *logarithm* (Napier), *neurosis* (Cullen), *oligophrenia* (Kraepelin), *food chain* (Krupnik), *psychoanalysis* (Freud), *radius* (Ramus), *difference* (Widman), etc. How much is the originality aspect of a term important for qualifying it as author's term? Is it possible to consider the name that does not correlate in public consciousness with a special person to be the author's term?

The question of the relationship between a term and a person has a continuation. If there is no clear correlation, then how A. Dyachenko can qualify (and he does) the terms having several authors or, even further, the terms suggested by groups and organizations? For example, "*lichen*" - the authors of the term are folk healers in whose environment it was originated" [3: 165]. "*Om*" - the term was proposed in 1861 at the International congress of electricians in Paris [Ibid.: 212]. "*The Pickwick Syndrome*" - the name proposed in 1956 by the group of English doctors" [Ibid.: 230]. How will the knowledge of the fact that the term "*dog's tooth*" was used by "ancient Assyrian and Babylonian doctors (VIII-VI century BC)" contribute to the development of the language of science? [Ibid.: 283].

Fourth, if the concept has been renamed and a new sign has been fixed in public communication, will this term be author's term? For example, D. Papen suggested the term "softener". Currently this item is known as a pressure cooker [Ibid.: 260]. Unfortunately, Dyachenko's dictionary contains neither introduction nor preface, where the author explains his understanding of the author's term.

Currently, there is no unambiguous definition of the author's term in Russian terminology and terminography. It seems to us that author's term can be defined by analogy with the concept "author's film". The directors of all films are known to us, but only a small part of these films is classified as author's films. Author's film meets several criteria:

- 1) This is a film which is made completely by the director himself.
- 2) The main thing in this film is not the actors' work, the camera man's work, the costumes, etc., but the author's intention, the idea of the creator of the film.
- 3) The director sets for himself not commercial, populist goals, but the goal to convey his ideas and convictions to the audience.
- 4) The director does not flirt with the audience, he does not try to please it. He is sure that there will not be many supporters of his ideas, but these supporters will provide the film with imperishable success, and the author with eternity stay.
- 5) Usually this film is an intellectual film, with a lot of symbolism in it. This film is not for mass audience, not for any viewer. This film belongs to the elite culture.

An attempt to define author's term from the standpoint of a translator was made by V. Tabanakova in her monograph "Author's term: I know, interpret, translate" [4]. The researcher stratifies special denotations, which she considers possible to designate as the author's terms and remarks "...this is the term of one particular person - the author" [4: 141]. These may be special units, such as *Broc's area*, *Wernicke's area*, named in the honor of the discoverers. "We also consider a term to be the author's term if it is proposed by a particular scientist... Author's terms are also versions of one and the same concept offered by different researchers or different schools, the so-called "terms-doubles"" [Ibid.].

The principal idea of V. Tabanakova is the following: "The author's term is a special concept (expressed by any structure of predicative nature), having behind itself the author's understanding and the author's interpretation" [Ibid.: 168]. Therefore, the most accurate translation of the author's term demands conducting of linguistic and logical-conceptual analysis, establishing the scope and content of the concept; conducting of contextual and discursive analysis, searching for the pragmatics of the author's term [Ibid.].

Thinking deductively. Preliminary formulation of the definition

If a term only exists being a member of the system, can author's term exist at all, or, we should speak about author's terminology? The ideas about groups of linguistic elements united by a common feature, by some component of the meaning were formalized in a more or less scientific form in the linguistic studies of the XIX century, e.g. in the studies of M. Pokrovsky².

In 1931, Jost Trier in his book "The German vocabulary of the conceptual field of intellectual properties. The history of linguistic field from ancient times till the beginning of the 13th century" published the results of his doctoral dissertation of 1928 ("Derdeutsche Wortschatzim Sinnbezirkdes Verstandes. Die Geschichte eines sprachliches Feldes. Von den anfängen bis zum Beginn des 13 Jahrhunderts"). It was exactly the study in which the statements of the semantic field theory worked out by linguists at the end of the third decade of the XX century were presented. J. Trier proposed a semantically capacious, figurative term "semantic field", which later entrenched in lexicology. The idea of a semantic field was further developed by many scientists, including Russian linguists. The dictionary entry "field" is presented in the "Linguistic encyclopedic dictionary" [5: 380-381].

² Pokrovsky, Mikhail Mikhailovich (1869-1942) - Russian and Soviet classical philologist, linguist and literary critic. Professor at Moscow University, Academician of the USSR Academy of Sciences, the founder and the first Head of the Department of classical philology at the Moscow Institute of Philosophy, Literature and History named after N.G. Chernyshevsky. Note ed.

In our opinion, the term “semantic field” cannot be considered to be the author's term. The merit of J. Trier is in finding a successful designation for the ideas that already existed in science. His term creation activity was a logical outcome of the development of general linguistic theory. It should be noted, that in linguistics there are many terms whose authorship is established by primary sources, assigned to scholars in encyclopedic linguistic dictionaries, but these meta signs are not perceived by philologists as author's terms. According to the “Linguistic Encyclopedic Dictionary” [5] we have the following ones:

- ablaut (J. Grimm, p. 9),
- agglutination (Fr. Bopp, p. 17),
- adstrat (M. Bartoli, p. 19),
- actant (L. Tenier, p. 22),
- amorphous languages (A.V. Schlegel, p. 512),
- valence (S.D. Katsnelson, p. 79),
- hyponymia (J. Lyons, p. 104),
- grapheme (B. de Courtenay, p. 117),
- diglossia (C.A. Ferguson, p. 136),
- incorporating languages, isolating languages (V. von Humboldt, p. 512),
- convergence (E.D. Polivanov, p. 234),
- winged words (V. Bukhman, p. 246),
- young grammatism (F. Tsarnke, p. 302),
- morph (Ch.F. Hokket, p. 311),
- morpheme (B. de Courtenay, p. 312),
- morphological analogy (B. de Courtenay, p. 555),
- morphonem (H. Ulashin, p. 315),
- neutralization (N.S. Trubetskoy, p. 328),
- nostratic languages (H. Pedersen, p. 339),
- signified, signifying (F. de Saussure, p. 343),
- onomasiology (A. Zauner, p. 346),
- opposition (N.S. Trubetskoy, p. 348),
- simplification (V.A. Bogoroditsky, p. 349),
- redistribution (V.A. Bogoroditsky, p. 370),
- pragmatics (Ch.W. Morris, p. 389),
- presupposition (G. Frege, p. 396),
- speech act (J. Austin, p. 412),
- signature (Ch.W. Morris, p. 444),
- synchrony, diachrony (F. de Saussure, p. 451),
- substrate (J. Bredsdorf, p. 497),
- transposition (S. Bally, p. 519),
- inflectional languages, affixal languages (F. Schlegel, p. 511),
- phonology (B. de Courtenay, p. 556),

- forms of inflection, forms of word formation (F.F. Fortunatov, p. 116),

- fusion (E. Sepir, p. 563),

- Esperanto (L.L. Zamenhof, p. 594),

- linguistic union (N.S. Trubetskoy, p. 64) and others.

The theory of generative (transformational) grammar as a psycholinguistic theory proposed by N. Chomsky in the late 1950s can be presented quite differently [6]. The hypothesis supported the principles directly opposed to the behavioral approach to the language that dominated at that time. N. Chomsky's ideas about structural rules for constructing sentences and inborn linguistic abilities were regarded to be innovative ones. N. Chomsky proposed a laconic, internally consistent theory, whose terminological apparatus penetrated into the linguistic community and is still used by modern linguists. The proposed system of terms allowed to formalize the syntax as a science, comparable "regarding its being detailed with the apparatus for describing morphology" [7: 98-99].

In the books "Aspects of the Theory of Syntax" [8] and "Language and Thinking" [9] Chomsky introduced the term *linguistic competence*, by which he meant the knowledge of the "speaker - listener" about the language. Currently, the term is applied in many sciences: Translation theory, Pedagogy, Psychology, Philology, etc. The term went far beyond the concepts of transformational grammar, in different sciences it was filled with different conceptual content. In the beginning of the XXI century the concept of linguistic competence became a term of law, the basis for the development of foreign languages teaching standards and native languages teaching standards in European countries. At present, the use of the term *linguistic competence* is "not tied" with the scientific activity of N. Chomsky and is not associated with his theory of syntax.

So, the intermediate conclusion is that a term with a known authorship is not the author's term. Ideas about the author's contribution should move to the level of a hypothesis, a theory. A scientist is to be considered primarily as the founder of the original scientific concept. This concept, in Reformatsky's terms, is defined by "the net of coordinates", which clearly distinguishes the creative concept from the generally accepted one. The author's theory establishes cause-effect, hierarchical, linear and other relations described by the system of concepts and terms. These terms are in relations of deducibility, comparability / opposition, inclusions, etc. with each other. A single author's term can only be considered as a component of the author's terminology. An isolated author's term does not exist. A term introduced by the scientist as a component of meta language of his scientific theory, can leave the original field of concepts and come into general usage. In this case, it loses the affinity with hypothesis that generated it and stops being perceived by native speakers of the language for specific purposes as the author's term.

Separating similar phenomena. Definitive variants of the term

How to qualify different approaches to the term's definition made by different scientists? A similar situation in linguistics, for example, was actively discussed concerning the term "discourse", when the multiplicity of its definitions was stated. The understanding and rethinking of a scientific concept by scientists can actualize indeed personal approaches to the interpretation of a scientific fact. The issues of methodology, goals and objectives of research, different scientific and linguistic competence, space-time coordinates, etc. can appear to be prevailing at the level of individual intentions of a scientist. It can be assumed that "...a term, like no other linguistic unit, is a subject of semantic variation due to various research goals" [10: 237]. Traditionally, the fact that a term has different definitions is considered to be a manifestation of terminological ambiguity. It is more correctly to speak about semantic rather than definitive variants: "to link definitions of a special concept made by different authors is possible on the basis of their significative unity and commonality of the terminated concept" [Ibid.]. Conceptual commonality does not allow us to qualify individual interpretations of one and the same special lexeme as author's terms.

The juxtaposition of the author's term and semantic (definitive) variant raises another problem - the problem of originality of the term. Variants of the term definition exist within one and the same concept, they have common integral seme but they are not similar differentially. As for the author's term, the situation is different - the author's term correlates with another concept. Let us compare the definitions of the word "abyss" in the general literary language and in the theory of passionarity by Gumilev:

General meaning	Gumilev's term
Abyss - the depth seeming immeasurable, bottomless [11: 36]	Abyss - emptiness or vacuum that is not part of the material world [12]

In the literary language, the specific word "abyss" is included as a hyponym into the generic concept "distance" and as Gumilev's term it is included into the generic concept "space". Differential semes have a much greater semantic difference. In spoken language a species seme indicates the absence of the limit, bottom; in the term, the concept "abyss" correlates with intangible, unreal world. Similarly, in the literary language and in terminology bipolarity is bipolar, and both poles are equivalent. Gumilev's bipolarity is an opportunity of the development of systems in two directions - complication and (or) simplification with a limit in vacuum. Gumilev's bipolarity is not a static phenomenon, but a phenomenon in process, and the poles are unequal.

We may conclude, that generally accepted scientific terms and author's terms being expressed at the level of form by one and the same word,

at the level of content relate to different concepts and belong to different scientific pictures of the world.

The central special concept

It can be stated that the original author's hypothesis is built around one or a few (not many) basic concepts. In our study the author's concept is considered to be a special concept that carries the main idea, meaning in the text. At the same time, the author's terms should represent a certain set of words, but not single statements, or occasionalisms. In this case they can be organized lexicographically. The central concept of Gumilev's passionary theory is a concept of specifically represented ethnogenesis. In the framework of historical studies, Gumilev's theory of ethnogenesis demonstrates a spectrum of diverse problems: patterns of changes in ethnogenesis which are inherent to any ethnos, uniformity of all processes of ethnogenesis [13].

In the study [14] the essence of the author's theory of ethnogenesis is revealed in the following way: "...History is a network of natural processes of ethnogenesis, its subject - ethnos - a biosocial phenomenon, a community of people, based on mutual attraction, complementarity, common mentality rather than on genetics...". The history of ethnos is determined by the rhythm of ethnogenesis, landscape features, cultural traditions and contacts with neighbors. In his theory of ethnogenesis L. Gumilev showed that a person does not exist without ethnos group, without his people. The concept of ethnogenesis (according to A. Reformatsky) is a terminological key that may let you discover the author's intention as a historian.

Conclusion

Our search for correlations in interpretation of the theory of term creation process, where a term is a word intended to reflect special concepts, leads us to a key point: human thinking is based on two processes - heuristic and analytical ones. The first one provides a selection of information relevant to the current situation, the second one forms a judgment on its basis. The remaining information is rejected, not allowed to the stage of analysis. Cognitive approach to the study of linguistic phenomena suggests that a person through his diverse experience studies the world around him and structures his individual picture of the world as a base for various activities, including research [15-18].

Thus, in the framework of our study, we have formulated a definition of the author's term: it is a special sign created within the framework of a unique scientific theory, an element of the system of concepts interconnected with other terms and concepts of original hypothesis, referred by the speakers of the language for specific purposes to a specific author's idea, representing scientific picture of the world which is not generally accepted.

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Information about the authors:

Slozhenikina Yu.V. – Doctor of Philology, Professor of the Department of Philology and Mass Communications of the Samara branch of Moscow City University (Samara, Russia). E-mail: goldword@mail.ru

Rastyagaev A.V. – Doctor of Philology, Professor of the Department of Philology and Mass Communications of the Samara branch of Moscow City University (Samara, Russia). E-mail: avr67@yandex.ru

Kuhno I.Yu. – lecturer, the Department of Philology and Mass Communications of the Samara branch of Moscow City University (Samara, Russia). E-mail: irina.kuhno@yandex.ru

Zaitseva A.S. – lecturer, the Department of Foreign languages, Civil Defense Academy of EMERCOM of Russia (Khimki, Russia). E-mail: a.zaitseva@yahoo.com

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SUSTAINING LINGUISTIC AND CULTURAL BALANCE IN MULTILINGUAL SOUTH AFRICA

V.M. Smokotin, G.I. Petrova, S.K. Gural

Abstract. The present research into the linguistic situation in the Republic of South Africa, which is characterized by the legislative support of multilingualism and equality between the official languages, is relevant because of the danger of a loss of linguistic and cultural diversity in the former colonies of the African continent, most of which, on achieving independence, granted the status of official language only to the language of the former metropolis. The goal of the given article is finding out the nature of interrelations between languages and cultures in multilingual South Africa, and determining the functions which South African languages perform in various spheres of the country's activities. In accordance with the set goal, the authors sought answers to a number of questions connected with interrelations of languages in South Africa as well as the role of English as one of the official languages. The most important of these questions are the following: 1) which of the official or unofficial South African languages performs the role of the language of common communication (*lingua franca*)?; 2) is the language balance in South Africa stable, and does the English language present a danger to the linguistic and cultural diversity of the country?; 3) what are the reasons for the difficulties connected with realizing in South Africa the policies of the equality of the official languages?

Keywords: multilingualism and multiculturalism; linguistic balance; the language of common communication; *lingua franca*; globalization; ethnocultural identity.

Introduction

Revolutionary changes in the political, economic, scientific and cultural life of the peoples of the world during the last two centuries have brought about changes in the views of the linguistic picture of the world. Research connected with the study of linguistic and cultural diversity of the world has allowed us to draw conclusions about naturalness of multilingualism as a way of linguistic organization of the world [1: 23-25]. The most important result of the academic research in the field of multilingualism and multiculturalism has turned out to be the realization of the necessity of the changes in the linguistic policies at all levels of state government in connection with the challenges put forward by linguistic and cultural globalization, in the course of which the English language has acquired the status of the global language used for common interlingual and intercultural communication in the world [2: 4-14].

One of the most vulnerable regions of the world in the struggle for the preservation of the linguistic and cultural diversity of the planet is the multi-

lingual African continent, where many languages and cultures are on the verge of disappearance. The present research is dedicated to the study of the peculiarities of multilingualism in one of the countries of the English speaking world in Africa, namely in the Republic of South Africa, and its goal is to find out the nature of interrelations of languages and cultures there and to determine the functions of the official and unofficial languages in this country. To achieve this goal, the authors sought answers to the following questions: 1) what are the ways of carrying out interlingual and intercultural communication in South Africa?; 2) do the European languages, and, first of all, the English language present a danger to linguistic and cultural diversity of the country?; 3) what is the degree of success of the language policies in South Africa in support of equality of the official languages?

Methodology

The following methods adhering to the principle of systemic approach to the analysis of the investigated phenomena were used in the given research: historical method, which allows determining the place of the considered phenomena in the general sociocultural and linguistic situation of the world at different stages of development; linguistic method, which allows determining the influence of linguistic phenomena in the period of globalization and transformation of English into the language of worldwide communication; comparative method, which is necessary in determining the specifics of using languages as means of interlingual communication in various spheres of activities; analytical method, allowing to determine peculiarities of complex interaction of language and culture as well as the role of language functioning in a multilingual and multicultural society; systemic method, allowing to reveal interconnection of various linguistic and cultural phenomena and their complex influence on the interlingual and intercultural communication in the period of globalization.

The methodological basis of the present investigation rests on the works of scientists in the field of multilingualism [3, 4], in the field of research into the English language as means of international communication [5-7], in the field of language policies in the countries with colonial past [8-10] and in research on linguistic diversity [11, 12].

Research and discussion

Multilingual countries of the Anglophone world of the African continent to the south of the Sahara with predominantly black population, with the exception of East African states, in their language policies promote preferential use of the English language in the functions of state governance, education and courts of law, having granted English the status of the only

official language legislatively, or, using it in this status de facto. In the English speaking countries of East Africa, the status of the official language, alongside with English, is accorded to the African language Swahili, but in practice the English language continues to dominate in the most important spheres of the country's life, particularly in Kenya and Uganda. An ever increasing role of the English language in the former British colonies, which acquired independence in the 60s of the 20th century, presents, in the opinion of many academics and politicians, a threat to the linguistic and cultural diversity of the most multilingual region of the world.

In connection with the criticism aimed at the policies of using European languages in Africa as the main or only official languages, the multilingual policy of the Republic of South Africa is of special interest for both academics and politicians. In fact, South Africa is one of the few countries of the world where the number of official languages exceeds two. By the number of official languages it is second only to Bolivia, where, according to the Constitution of 2009, the status of official languages is granted to Spanish and to 37 indigenous languages of the country [13]. In another multilingual country, India, which is presented as an example of the country with the greatest number of official languages after Bolivia, the number of "constitutional languages" makes up 22, not counting English. However, only Hindi and English are recognized as official languages, with English having the status of the "associated official language". The other languages included into the so-called "Eighth Schedule to the Constitution" have the status of official languages only at the level of the states of the union and union territories [14].

According to the Constitution of the Republic of South Africa (RSA), eleven languages have the status of the official languages of the country. Apart from Afrikaans and English, as official are recognized nine of the most widespread languages of the indigenous peoples of Africa, particularly the Bantu languages Zulu and Xhosa, which are spoken by almost half of the population of the republic. The South African Constitution takes into account other languages as well, which allows it to reflect more fully the linguistic diversity in the country that emerged as the result of interaction of African, European and Eurasian cultures. Six languages of the indigenous people of Africa, including the South African sign language, have received the status of unofficial languages. The other languages, including African languages, the languages of settlers from India and religious languages (such as Arabic, Hebrew and Sanskrit) are declared as the heritage languages. Section 6 (Languages) in Chapter One of the RSA Constitution of 1996, in Paragraph (1) presents a list of the official languages of the country. Paragraph (2) of Section 6 recognizes "the historically diminished use and status of indigenous languages" of the South African peoples and declares that "the state must take practical and positive measures to elevate the status and ad-

vance the use of these languages” [15]. In Paragraphs (3), and (4) of Section 6, the rules of the use of official languages are established, according to which the national government and provincial governments “may use any particular official languages for the purposes of government, taking into account usage, practicality, expense, regional circumstances and the balance of the needs and preferences of the population as a whole or in the province concerned, but the national government and each provincial government must use at least two official languages” [Ibid]. Paragraph (4) of Section 6 also states that “All official languages must enjoy parity of esteem and must be treated equitably” [Ibidio]. Paragraph (5) of Section 6 on languages instructed the Pan South African Language Board, established by the national legislation to “a) promote, and create conditions for the development and use of all official and unofficial languages; and b) to promote and ensure respect for all languages commonly used by communities in South Africa, including German, Greek, Gujarati, Hindi, Portuguese, Tamil, Telegu and Urdu, as well as Arabic, Hebrew, Sanskrit and other languages used for religious purposes in South Africa” [Ibidio].

The official multilingualism in the RSA is the result of a prolonged struggle of the black population of the country and the world community against the policies of race discrimination and segregation pursued by the white minority, starting from the foundation of the South African Union in 1910. In 1948, when the party representing the interests of Afrikaners, the descendands of white colonists, came to power, the race segregation was elevated to the level of official state policy of apartheid. The black population of the country was stripped of civil rights and liberties. The political rights of the blacks were limited to special territories, so-called ‘bantustans’, which were established according to tribal adherence. In the 60s of the 20th century, the leader of the struggle of the black majority of the country for civil rights, Nelson Mandela, was imprisoned for life, and his party, the African National Congress, banned. A decisive factor in ending the policy of apartheid and in establishing in the RSA of the principles of multilingualism and multiculturalism was the support of the world community and, first of all, of the countries of the Commonwealth of Nations. Particularly effective proved to be economic sanctions, since South African economy’s dependence on international trade is very high. In 1990, having found itself in political and economic isolation, the RSA government agreed to talks with the black South African leaders. The talks resulted in establishing the Interim Constitution of 1993, which brought to an end all limitations on the development of African languages and provided a legislative support for the country’s multilingualism. The ban on the African National Union and other political organizations opposing the policy of discrimination and apartheid was lifted. The leader of the anti-apartheid movement, Nelson Mandela, was re-

leased from prison after the 27-year imprisonment on a charge of subversive activities.

The general election of 1994, in which the black population of South Africa got voting rights for the first time, brought victory to the African National Congress. The Constitution of the Republic of South Africa drawn on the basis of 34 constitutional principles of the Interim Constitution of 1994 was adopted in 1996, and it consolidated political, cultural and language rights of the black majority of the country. After coming into force in 1997, the Constitution of the RSA served as a basis for new language policies, which put an end to bilingualism on the basis of English and Afrikaans. The sphere of official African languages started to expand. The African languages came into use, even though infrequently, in parliamentary debates, television programmes and social events.

The practical realization of the policies of multilingualism and promotion of the development of African languages, in spite of the legislative support in the Constitution, proved to be much more complicated than it was expected. In 1996, a special research group of the RSA on multilingualism LANGTAG (Language Task Group) on the basis of their research arrived at the conclusion that “in spite of the political will to promote multilingualism, public institutions, including education, are becoming ever more monolingual. The other official languages are marginalized” [16].

In more than twenty years since the adoption of the Constitution, the government undertook several efforts directed at increasing the use of indigenous languages in the most important sphere of promoting multilingualism, that is in education. As studies of language policies in South African schools show, the constitutional statements have not caused any considerable influence on the practice of medium of instruction selection by the country's schools. Thus, as a result of research conducted by Claire deBoer, it was found out that at present in South African education the status quo that existed in South African education system before the adoption of the Constitution is factually unchanged: 1) the English language is the only language that is offered in every school, 2) relatively few schools offer African languages in their curricula, 3) schools with Afrikaans as a medium of instruction do not include African languages in the educational process [17].

The contrast between the theory and practice of multilingualism is explained by the linguistic situation in South Africa, in which, as Kathleen Thorpe points out, “good English language skills serve as a pass to social mobility and well paid jobs of the middle class” [18].

The domination of the English language in all spheres of the social life of the RSA, including education, in spite of the fact that English is native only to 8.5 percent of the country's population, is explained by many researchers by the consequences of adopting by the apartheid government in 1953 of the Legislative Act 47, known as Bantu Education Act. According to

this legislative act, the children of Bantu peoples had to be educated in indigenous languages not only in the first four years of primary school, but also in the next four years. The Education Act also required that Afrikaans and English were used on a parity basis. The insufficiency of language training in European languages as the result of extending training in indigenous languages deprived most of the black African students of an opportunity to continue their education at higher stages on equitable basis, as it was carried out only in English and Afrikaans as mediums of instruction.

The language policies based on the Legislative Act 47 of 1953, as Kwesi Prah writes, “imposed limitations on the access of black South African students to the languages of power, that is to English and Afrikaans” [19]. The black population resisted the introduction of education in indigenous languages, as they saw in it one of the strategies of the apartheid policy aimed at erecting barriers on its way to higher education and to equal participation in the economic and political life of the country. Besides, the African movement against segregation and apartheid regarded Afrikaans as the language of oppression and suppression of rights and liberties of African peoples. Therefore, resistance to the introduction of Afrikaans as a medium of instruction in school education assumed the forms of symbolic resistance to the policy of apartheid. The bloody events that went down in history as Soweto Uprising of 1976, started in a segregated black settlement, twelve miles from Johannesburg, with a demonstration of school students against compulsory teaching of the Afrikaans language in accordance with the Decree of 1974 (Afrikaans Medium Decree). Student protests soon grew over into chaotic clashes with police. Rioting soon spread to other black townships and resulted in the death of at least 575 people, almost half of whom were black school students from Soweto [20].

Events in Soweto in 1976 brought about the refusal from teaching Afrikaans in schools for black South Africans and to the enhancement of the status of the English language in the education of the black population. One of the consequences of the Bantu Education Act of 1953 was, as the researcher on language policies in South African history, Kathleen Heugh, pointed out, that the English language took dominant positions not only in relation to Afrikaans, but to the African languages [8]. In the opinion of the South African researcher Nkonko Kamwangamalu, the Bantu Education Act of 1953 and the events in Soweto in 1976 had negative consequences for South African multilingualism, as they reflected on the difficulties of expanding the teaching of African languages within the frameworks of the policy of multilingualism declared in the Constitution of the South African Republic of 1996 [9].

Analyzing the evolution of linguistic education in the periods before and after apartheid policies in South Africa, the well-known defender of the policy of multilingualism, the laureate of the Linguapax for 2008, a prize

that is awarded annually for outstanding contribution to linguistic diversity and development of multilingual education, Neville Alexander, remarks that in spite of “an impressive number of institutions and agencies for planning and carrying out language policies”, including the most important of them – the Pan South African Language Board, there is no “strategic clarity” in South Africa concerning the development of language planning. It leads to a “zigzag process” in the period after apartheid, which “presents a unique opportunity of advancement along the road of a really democratic, multilingual and multicultural society” [10]. As a positive example of the policy of multilingualism in South Africa against the general background of failures, Alexander refers to the case of the Western Cape Province, where a plan of 7-year instruction in indigenous languages and gradual introduction of a third language is underway. “On the African continent, Alexander writes, the given action is of revolutionary significance. Nowhere to the South of the Sahara, instruction in the indigenous language is envisaged after the third or the fourth year of school education” [Ibid.].

Thus, the Republic of South Africa displays a positive example of a multilingual society, striving to achieve national unity by way of pursuing the language policy of “additive multilingualism”, that is, achieving mastering by every member of the country’s society other languages while maintaining one’s language skills in their first / native language.

According to the Constitution of the RSA, all public institutions, including schools, must use in their activities not less than two of the eleven official languages. To ensure the realization of the policies of multilingualism and multiculturalism, the government has established an impressive infrastructure of organizations engaged in language planning, creating study materials and development of official South African languages, so that they could be used in education, science research and other spheres, which could be new to them. The official language policies of the South African government are aimed at achieving individual trilingualism, in which every member of the South African society would have language skills, apart from his or her native tongue, in two official languages of the country as well. The major role in carrying out the multilingual policies in the country is played by the system of national education. The RSA is the richest country on the African continent with the highest GDP per capita, which exceeds by many times the GDP index value in other countries of Africa to the South of the Sahara. The RSA’s budget expenses on the national education needs make up to 20 percent as compared to 5-6 percent allocated for education in most of the countries of the given region. However, race differences seen in the distribution of material goods are also observed in the data on the quality of the education provided for the South African school and university students. Education in the senior years of secondary school and in higher education institutions, which is carried out only in English and Afrikaans, is still out of reach

for most of the black African students. Only 14 percent of the black population of the country have secondary and higher education, while for the white population this figure is 65 percent. In spite of all the efforts of the South African government to achieve individual additive multilingualism, the tendency towards English language monolingualism continues. The greatest resistance to the extension of teaching in African languages comes from black South Africans themselves, as they see in the governmental policies directed at the support and promotion of African languages and cultures an attempt to perpetuate the advantages of the white population of the country in getting higher education.

In the RSA, there is a contrast between the official multilingualism *de jure* and official bilingualism *de facto*. From the eleven official languages actually only English and Afrikaans perform the functions of state languages in the work of governmental bodies, and are mostly used in mass media and as media of instruction in senior years of secondary schools and in universities. All the other languages of the country, including both official and unofficial African languages, are used almost exclusively in the function of ethnocultural self-identification. The role of the language of common interlingual communication is played by the English language, which is widely used in the spheres of commerce and higher education, despite the fact that it is native only to 8.5 percent of the country's population [21]. Afrikaans is native to 13.3 percent of the population in South Africa, but, in spite of a long cultivation of English-Afrikaans bilingualism in the period of apartheid, it is widespread only in the western provinces of the country, in the former independent Boer republics of Transvaal and the Orange Free State.

The constitutional support for multilingualism, and steady language policies contributing to sustaining and developing all official and unofficial languages ensure sustaining linguistic and cultural diversity of the Republic of South Africa and a relatively sustained multilingualism and multiculturalism, even though full participation of South African languages in the main spheres of life of the country will require a prolonged period in their development, which depends on the black South Africans themselves. As researcher on the African languages, Julia de Kadt, points out, "the lack of a strong governmental stance on language development solidifies beliefs that the African languages are languages with no economic future, reducing incentives for education in these languages, which in turn significantly lowers the chances that these languages will ever come to be used outside of one's home" [22: 25-27].

Conclusion

To summarize, all interlingual and intercultural barriers in the Republic of South Africa are overcome by means of widespread individual multi-

lingualism in the country, in which most of the country's population are bi / trilingual. The role of the means of common communication is performed by the English language, even though the native English language speakers make up only 8.5 percent of the population. The individual multilingualism in South Africa consists, as a rule, of one's native tongue and two official languages, one of which must be English, as it allows South Africans to communicate across any interlingual barriers without hindrance. The European languages, namely, Afrikaans and English, present no danger to linguistic and cultural diversity of the country because of the division of the functions of languages in South African society: the English language performs the function of the means of interlanguage communication, while the other languages are used for expressing one's ethnocultural identity. Most protected from the processes of language extinction due to globalization are those languages in South Africa that have the status of official languages.

The present research has also revealed the difficulties in carrying out the language policy by the ruling circles of insuring equality of official languages. The inequality of the official languages, in spite of the constitutional guaranties, continues to exist, and is explained, first of all, by the resistance of the black community to a wider use of African languages in education, because they perceive this policy as an attempt to deprive the black community of language skills in the languages of power.

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Information about the authors:

Smokotin V.M. – D.Sc. (Philosophy and Culture), Professor, Faculty of Foreign Languages, Tomsk State University (Tomsk, Russia). E-mail: vladimirsmokotin@yandex.ru

Petrova G.I. – D.Sc. (Philosophy), Professor, Faculty of Philosophy, Tomsk State University (Tomsk, Russia). E-mail: seminar2008@mail.ru

Gural S.K. – D.Sc. (Education), Professor, Faculty of Foreign Languages, Tomsk State University (Tomsk, Russia). E-mail: gural.svetlana@mail.ru

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DECODING OF METAPHORIC FORM OF HOMONYMOUS SCIENTIFIC TERM BY A LINGUIST AND AN EXPERT

V.D. Tabanakova

Abstract. The article considers the problem of distinguishing terminological homonymy as a semantic category, and an attempt to model the process of decoding (understanding) metaphorical homonymous scientific terms is made. Integrating the conceptual provisions of the term theory, the theory of metaphor and the category of homonymy, the author offers the scheme of logical (categorical) and semantic analyses of the dictionary definition of genetic homonymic terms - from the metaphorical form to the special concept. The process of the homonymous terms deciphering is limited in this research to two steps: 1) to establish the linguistic term form motivation, 2) to determine the denotation of special concepts designated by one form. As a result of the analysis of dictionary definitions of genetic terms four types of a homonymy - intralingual, lexical, interscientific and mixed have been identified, and also the features of associative chains forming by the linguist-terminologist and the expert in the process of distinguishing of homonymous terms content are described.

Keywords: term homonymy; metaphor; perception; motivation; decoding.

The declared subject integrates the term theory, the theory of metaphor and the category of homonymy.

The term theory begins with the fact that the term form and content come into a certain contradiction as the term like a “two-faced Janus” opens at once two “doors” - into the language system and the system of knowledge. At that it obeys the law of both systems. The term as a sign of special concept always aims for accuracy, unambiguity, systematicity and definition. While the term being a lexical speech unit acquires polysemy and synonymy. The specifics of the terminological sign, thus, calls for the combination of two perspectives to consider - as viewed by a linguist or by an expert. A term is a word through the linguist's eyes. A term is a piece of knowledge through the expert's eyes. Furthermore a linguist “goes” from a linguistic form to a concept. While an expert “goes” from a concept to a form. And, only the terminologist “passes” between. He models an aggregate picture of a term sign with the form and the content united [1: 40-49]. The linguistic term theory has been elaborated in the frame of the linguistic paradigms of the XX century: structural, functional, cognitive and discursive [2].

The theory of metaphor and the term theory are often intercrossed in the linguistic domestic and foreign researches generalized by such topics as - a metaphor in terminology [3-7], metaphor in science and scientific discourse [8-10], metaphor and knowledge [11-13]. Thus the assertion *language is metaphor* has been gradually developed into *scientific language is*

metaphor that in its turn fades as an issue. It appears to be evident today, that “Even scientific knowledge is based in metaphorical knowledge” [14].

The scientific paradigm change: from dissociation and narrow specialization - to an aggregate natural-science picture of the world is displayed today, first of all, in scientific terminology. So, for example, the integrative character of natural-science technical and humanitarian knowledge is brightly manifested in the attempts to interpret the concept “consciousness” in the context of NBIKS - nano - bio - info - kogno- socio-humanistic disciplines and technologies [15].

At the present stage of integrating scientific knowledge, the discourse analysis of terminology and the discursive term model development acquire special urgency [1, 5]. “It is the homonymy of the scientific term that becomes today the key discursive parameter and determines the discursive model of the term” [16: 66].

The homonymy of the word, and then of the term was traditionally defined as the form coincidence of linguistic units which meanings were not related to each other. Homonymy, until recently, had no linguistic category status and was of a formal, procedural character. Over time, the phenomenon of homonymy takes its place in lexical semantics and is defined as a lexical category: “it is the semantic relation of internally unrelated (unmotivated) meanings expressed by formally similar signs (lexemes) and differing in the text due to different contextual environments” [17: 209].

Homonymy in terminology begins with the coincidence of term form with other special and non-special words. The term is a secondary nomination, what means that the lexical form is selected for a new special concept according to the rules of term formation, primarily by metaphor and metonymy as means of terminological nomination [18]. The metaphorical nature of the term is thus determined by its nature, and “metaphorisation in the course of scientific communication is manifested primarily in the processes of term-generation” [3: 59].

The line between term and not a term is easily drawn when words outside the context are simultaneously assigned to a common and special meaning. For example, words like *sun*, *star*, *water*, *air*, *acid*, *man*, *market* first of all bear their common, everyday meaning. At the same time, they can also be used in special meanings as astronomical, biological, chemical, economic terms. Term signs are not followed by meaning as common words but they are followed by special concepts. It does not matter whether we are fully aware of the content of the special concept, its definition, but it is rather important that we cannot bring anything “non-special”, personal, figurative, as we do with common words. As Russell wrote: “The more we approach the complete abstractness of logics, the less becomes the inevitable difference in the meanings that people associate with the word” [19: 16].

Perception becomes more complicated and demands complex (semantic and conceptual) analysis when terms are accompanied by terms of other

areas, for example in the headings of scientific works: “*Sentences as biological systems*”, “*Life as an autolinguistic phenomenon*”, “*Genome as hypertext*”, “*Grammatical Man. Information, Entropy, Language and Life*”. Sometimes headings have problematic character and then the term “homonymy” acquires a discursive color: *Gene - as Text and Language: Metaphor or Theory?* *Genome - as Hypertext consisting of ordered Subset of other Texts.* *Genome - as Text and Text - as Organism.* *Protein Synthesis is like Semiotic Process.* *Whether Ribosome is capable to read?* [20]. In this case we are dealing with interscientific homonymous terms-metaphors

Here it should be noted that the concept “metaphoric term” begins with the most general definition of the linguistic term “metaphor”, enclosed as the first definition by Oxford Concise dictionary of linguistics: (*Metaphor1*) *Figure of speech in which a word or expression normally used of one kind of object, action, etc. is extended to another* [21: 224]. The second definition in the same dictionary^ (*Metaphor2*) *Used by G.P. Lakoff in the 1980s of a general pattern in which one domain is systematically conceived and spoken of in terms of another (as usual compare image schema)* will help us to consider the concept of metaphorical thinking of George Lakoff [22] in the course of the analysis. Thus, the term when getting into communication enters certain semantic relations with other words and homonymy can be regarded as a semantic movement, a semantic process [23: 83], and not a formal category.

Especially often we are faced with inter-scientific homonymy in oral scientific discourse, when in the lecture on genetics the terms *text*, *letter*, *heart* are widely used, and the biologist's speech is full of chemical, physical and biological terms, such as *plasma* and *gas*. The metaphoricality of the homonymous term very often leads to long disputes about the meaning of this or that term form. Thus, in the preface to the book “Metaphor and Knowledge. The Challenges of Writing Science”, we read about the similar discussion which has acted as motivation for writing this book [11]. And then there is the question: “How do we disambiguate the terms at the stage of perception? At the same time it is possible to assume that different listener, whether it is a professional, a student, a linguist-terminologist or interpreter would have his own chain of metaphorical associations. It is quite obvious as well that a certain level of understanding of the scientific term for a listener or reader who has got different vocational education is modeled by the metaphorical and logical nature of a homonymous term.

In this research we will try to track the scheme of decoding (understanding) of a homonymous form of the term by linguist-terminologist and expert.

The process of comprehension the term in scientific discourse is considered to be a step-by-step mental process, based on linguistic and extra linguistic knowledge of term semantics and term system.

Language as a sign system and knowledge as structured information interact as form and content according to the language laws. The mediator in this interaction is a term which combines linguistic and special knowledge. And that is accordingly displayed in its lexical form and conceptual content. The lexical form, in turn, can be figurative and metaphoric as in common words, while the content is revealed by a special concept in the scope of definition and its place in the term system. In this case we observe how logical and imaginative content relate to each other in a scientific discourse [1: 82-86].

The constant interaction of logical and figurative in term-sign determines the strategy and tactics of disclosing the content of a special concept. The process of deciphering the homonymous term is limited to two steps

1. To motivate the lexical form of the term.
2. To define the denotation of the term.

At the stage of homonymous terms perception we focus, first of all, on their linguistic and therefore motivated form. Due to the fact that the term is a secondary nomination, motivation appears to be lexical when the term is homonymous to the common literary word – *wave, air, amber*. It can be also terminological when the term is homonymous to the term of another area of knowledge. For example, the term “morphology” is used in geology, biology, linguistics; the term “semantization” is used in mathematics, informatics, linguistics, and the term “satellite” - in genetics and astronomy. Note that in this case the metaphorical transfer is traced. At the same time, the perception of the linguist will be based, first of all, on the lexical motivation, and the associational chain will begin with the semantic features of the literary word. While the expert goes, as a rule, from a concept to form and his chain of associations will begin with special concept characteristic.

For example, in the definition of the biological term WAVE - *the form of a pulse* (Biology-Online Dictionary), the linguist will make a start with the general meanings of the word “pulse” and the indirect meaning of the word “form”. To trace the metaphoric change he needs to follow the second part of the dictionary entry - the example and the synonym: *e.g., an arterial pressure or displacement wave; or of the pacemaker pulse as demonstrated on the oscilloscope under a specified load*. Synonym: *waveshape*. Analyzing the definition of the astronomic term WAVE - *a propagating pattern of disturbance* (Astronomical Glossary) and the definition of the physical term WAVE - *a periodic disturbance in a medium or in space. In a travelling wave (or progressive wave) energy is transferred from one place to another by the vibrations* (Dictionary of Physics) he will base associations on the lexical meaning of the word “disturbance” transferred as the distinctive feature of both concepts. While the physicist will probably focus upon such special (as well metaphoric) concepts as *propagating pattern, travelling wave and progressive wave*.

2. At the stage of contextual restriction of term meaning within a certain subject domain, the logical conceptual analysis is carried out, to deter-

mine the special concept content. And capabilities of the linguist and expert will be different. Linguist, referring to the dictionary definitions, can distinguish homonymous terms through different generic concepts, for example, *a gene* in biology is defined as *a hereditary factor* and in genetics - as *a piece of DNA*. But a linguist not mastering the term system concepts can face with difficulties in establishing special concept distinctive features and distinguish, for example, the concept “gene” in the following four definitions:

1) *the sequence of nucleotides to which a certain function in an organism can be attributed;*

2) *the transcribed site of DNA coding either primary structure of polypeptide, or tRNA, or mRNA;*

3) *functionally indivisible unit of genetic material;*

4) *the site of DNA interacting with regular protein [24].*

While the expert’s associational metaphorical chain at the stage of the homonymous terms definition can be arbitrarily long, since it is based on the integrated system of special concepts.

Let us now turn to the results of the study of the homonymous genetic terms.

It must be said that genetic terminology is the best suited for inter-scientific homonymy decoding, because genetic processes are modeled “in the image and likeness” of the language as a means of communication and thinking. And terminology just reflects this analogy in its linguistic form. Only one homonymous term in genetics for example can be the subject of a separate independent study [25], as there are two fundamental sign systems - genetics and language behind it.

The relationship of language and genetic code was considered back in 1970 by R. Jacobson [26]. More than forty years have passed, and the problem of the correlation of language and genetic code is still being discussed by scientists and linguists [23, 27]. In addition, the metaphorical correlation of genetic and linguistic terms makes it possible to carry out a sufficiently deep semantic and conceptual analysis of inter-scientific homonymous terms.

The research was conducted in genetic term definitions of eight on-line thematic dictionaries:

1. Bioinformatics Dictionary.
2. NCI Dictionary of Genetics Terms.
3. Talking Glossary of Genetic Terms.
4. A glossary of molecular genetics.
5. Illustrated Glossary - GeneReviews.
6. A Molecular Biology Glossary.
7. Genome Glossary.
8. Genetic Terminology.

In the result of the semantic and categorial analyses the homonymous terms were grouped into three types of homonymy:

- Intra-scientific (gene, genome, genetic, genetics).
- Lexical (expression, repeat, library, nonsense, fish, reading, assembly, library, accuracy, entry, repeat, nick).
- Interscientific (text, letter, translation, synonym, transcription, annotation, reading frame, narration transcription).
- Mixed (genomic library, reporter gene, nick translation, transcription listen, nonsense mutation, gene expression).

It should be emphasized that such a classification in itself is the result of a linguistic analysis “from lexical form to concept” and it can be considered to be the first step in homonymous terms deciphering by a linguist.

We shall briefly illustrate all four types.

Intra-scientific. What we called “intrascientific homonymy” is directly related to the category of polysemy. The problem of demarcation of homonymy and polysemy is posed in recent domestic studies and its solution is proposed by using various courses of methods. Traditionally component and definitional analyses are performed to borderline polysemy and homonymy [28, 29]. The Definitional analysis is often supplemented with the contextual analysis as the most reliable criterion to differentiate homonymous and polysemantic terms [30-32]. In addition to the methods of structural analysis, the statistical methods [33] and case studies (Utt / Pado) [34] are successfully carried out. In our study, we do not consider homonymy in opposition to polysemy and proceed from the fact that any differences in denotation of two or more special concepts assigned to one form represent homonymy.

We shall consider an **intra-scientific homonymy** and exemplify it by two terms – GENETIC and GENETICS which are presented on the website <http://www.dictionary.com/> as polysemantic terms:

GENETIC

1. *Biology. pertaining or according to **genetics**.*
2. *of, relating to, or **produced by genes**; genic.*
3. *of, relating to, or **influenced by geneses** or origins.* The distinctive features marked above in bold allow defining all three concepts as different terms.

GENETICS

1. *Biology. the **science** of heredity, dealing with resemblances and differences of related organisms resulting from the interaction of their genes and the environment.*
2. *the genetic **properties** and phenomena of an organism.*

The generic notions highlighted in bold type also allow defining these two concepts as homonymous terms. In view of that the same lexical form is used for designation of different special concepts, we consider them to be scientific Intra-scientific homonyms. It is necessary to add that decoding of an intra-scientific homonymy both for a linguist and for an expert is based on the logical categorial analysis.

Let's move on to the **lexical homonymy**. By lexical homonymy we mean the transfer of the direct lexical meaning into a special concept meaning. Such a transfer can easily be traced, through the following example:

The term LIBRARY is defined as *a **collection** of DNA clones* (A glossary of molecular genetics). And we associate the term meaning to the direct meaning of the common word "collection". But most often, term motivation has been lost over time. To illustrate let us take the term FISH LISTEN. The motivated form of the term assumes the association to the general lexical meanings of both words - FISH (*cold blooded animal leaving in water*) and LISTEN (*try to hear, pay attention*). Therefore the linguist tries to track the meaning in the term definition:

FISH LISTEN. *A technique used to identify the presence of specific chromosomes or chromosomal regions through hybridization (attachment) of fluorescently-labeled DNA probes to denatured chromosomal DNA. Examination through a microscope under fluorescent lighting detects the presence of the colored hybridized signal (and hence presence of the chromosome material) or absence of the hybridized signal (and hence absence of the chromosome material). Also called fluorescence in situ hybridization [35].*

But in this definition, as we see, there is not a single metaphoric word but only special concepts. It follows that the motivation is lost and in order to reveal the metaphorical transfer, the linguist will need a more detailed description of this technology, or special commentaries of experts. At this lexical associative chain stops. The associational chain of an expert, who easily abstracts from the metaphoric meanings, will probably consist of special concepts.

Inter-scientific homonymy. It is necessary to emphasize here that research of cross-disciplinary, interscientific homonymy is of particular importance today, as fast moving integration of scientific and technical knowledge takes place that in turn is reflected in terminology integration. The homonymy of the integrated scientific domains is only beginning to be investigated by linguists and terminologists. Thus, there have appeared the works in which studying of homonymy is carried out in the cross-disciplinary material and interscientific fields of knowledge, such as terminology of nanotechnologies [36] and natural-science terminology [29].

To consider inter-scientific homonymy we shall analyze several definitions of genetic term "transcription". In order to trace the metaphorical transfer, we need, in addition to the terminological definitions, to take the definition of the linguistic term TRANSCRIPTION, in which, for the convenience of analysis, we have previously identified essential and distinctive features in bold: *Often in the sense of ***representation**. E.g. a 'phonemic transcription' is a representation of a form as **a sequence of phonemes*** (Oxford concise dictionary of linguistics: 381). And the generic concept **repre-**

sentation in its turn was defined in the same dictionary as *the structure assigned to a form at any *level of description or analysis*.

And now, having made a start from the linguistic concept, we can try to track the essential features (marked in bold type) in four term definitions. And it is necessary to note that the analysis is carried out by the linguist who usually isolates nonspecial concepts and figurative meanings in them to follow the transfer of meanings.

1. *The **synthesis** of RNA from its corresponding DNA sequence* (Illustrated Glossary. A glossary of molecular genetics).

Thus, in the first definition, the associative chain includes three key general concepts: **synthesis, from corresponding, sequence**.

2. ***Synthesis** of single-stranded RNA by RNA polymerase using DNA as a template. The process in the nucleus where by DNA is **transcribed into mRNA*** (Genetic Terminology).

In the second definition, the emphasis is done on the derivational structure **transcribed into**.

3. *The **process** of copying DNA to produce an RNA **transcript**. This is the **first step** in the **expression** of any gene. The resulting RNA, if it codes for a protein, will be spliced, polyadenylated, transported to the cytoplasm, and by the process of translation will produce the **desired** protein molecule* (A Molecular Biology Glossary).

In the third definition, the broader generic term **process**, the derivative **transcript** and three metaphoric characteristics - **first step, expression, desired** are added.

4. *The **process** of **making** an RNA **copy** of a gene **sequence**. This copy, called a messenger RNA (mRNA) molecule, **leaves** the cell nucleus and enters the cytoplasm, where it directs the **synthesis** of the protein, which it encodes.*

Narration Transcription. *Transcription is one of the fundamental processes that happens to our genome. It's the process of **turning** DNA into RNA. And you may have heard about the central dogma, which is DNA, to RNA, to protein. Well, transcription refers to that first part of going from DNA to RNA. And we **transcribe** DNA to RNA in specific places. **The most popular** places are those things that code for these protein-encoding genes. But there are **a whole host** of other RNAs that get transcribed, like **transfer RNAs** and **ribosomal RNAs**, that do other functions that are genomic **as well**.* (Talking Glossary of Genetic Terms).

The fourth definition, saturated with special and common words turns into a detailed description of the term - the so-called "Narration Transcription" in which the terms are "diluted" with a large amount of figurative vocabulary which allows the linguist to analyze the content of a special concept deeply enough.

The last type of homonymy - mixed homonymy is rather conditional one, since all three types of homonymy are traced within the same term form.

After analyzing and describing types of terminological homonymy, and opening up metaphoric transfers, the following questions arise: “What to do with this?” “Who needs it?” And “How can linguists and experts use it?”

One of the possible answers can be as follows: as a result of modeling the perception of homonymous form of the term becomes practically meaningful both for the linguist and for the specialist. A linguist deals with terminology primarily as an interpreter and translator and he is aimed to develop the modes of terms unification, standardization and lexicographical description. An expert and a scientist can use the model of a metaphorical homonymous term as a way to increase scientific knowledge developing the imaginative thinking in addition to categorial analysis.

Conclusion

We have tried to model the decoding process of the metaphoric homonymous terms and have come to the following generalizing conclusions:

1. Metaphorical nature of a term nomination requires the metaphorical transfer analysis and logical term nature requires the special concept categorial analysis. The combination of the dual nature of the term-sign appears to be the basis of the homonymous term decoding.

2. The metaphoric homonymic terms are related not only as categories with common characteristics. And term metaphor is not just a transfer of referent characteristics. The imaginative character of scientific concept needs the imaginative thought in addition to the abstract one.

3. The definitional analysis of genetic terms has allowed establishing four types of term homonymy - intra-linguistic, lexical, interscientific and mixed. Deciphering interscientific homonyms involves defining generic notions and distinctive features. For this both the linguist and the specialist conduct logical categorial analysis.

4. In the process of decoding of interscientific homonymy, the linguist focuses first of all on the lexical term motivation and undertakes the semantic analysis relying on figurative vocabulary in the definition. His associational chain can be interrupted if the definition consists only of unmotivated term forms. The expert think in terms and his associations are based on the conceptual relations within the term system.

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Information about the author:

Tabanakova V.D. – Doctor of Philology, professor of the Department of Translation Studies, Tyumen State University (Tyumen, Russia). E-mail: khvesko@inbox.ru

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VARIABILITY OF VERBAL-SUBSTANTIVE PHRASEOLOGICAL UNITS WITH THE COMPONENT “HAVE” AS A FEATURE OF IDENTITY

T.N. Fedulenkova

Abstract. Variability of a linguistic sign is a most urgent issue in modern linguistic. It has been observed that one of the most productive ways to updating the phraseological fund of the language is development of variability in phraseological units (PUs). The point is that the problem is mainly relevant to modern English. That relevance is explained by the fact that the updating of the English language at the expense of lexical-morphological means is limited by the analytical system of this language, which in its turn, is caused by the narrowing of the nomenclature of morphological indices of a word, characteristic of English. Therefore, the paper deals with the research of variability in the English verbal phraseological units containing the component *have*. The author explores the verbal phraseological units with the component *have* which have grammatical structure of a two-component combination of words (V + N) and represent one of numerous groups in the field of modern English verbal phraseology. The selection of phraseological units containing the verb *have* as the object of the research may be explained by the fact that this verb is one of the most frequent verbs of the static semantics in modern English around which a significant amount of fixed collocations and phraseological units has been created. The selection of the language material for the research was made out of the three reliable explanatory phraseological dictionaries: 1) the bilingual “English-Russian phraseological dictionary” by Alexander V. Kunin, 2) the monolingual explanatory dictionary of phrasal verbs by R. Courtney ‘Longman Dictionary of Phrasal Verbs’, 3) the monolingual explanatory dictionary of idioms by A.P. Cowie, R. Mackin and I.R. McCaig ‘Oxford Dictionary of Current Idiomatic English. Vol. 2: Oxford Dictionary of English Idioms’, 4) the monolingual explanatory dictionary of idioms by Richard A. Spears ‘McGraw-Hill’s American Idioms Dictionary’. The theoretical basis of the research is the phraseological concept initiated by Alexander V. Kunin. During the research the author appeals to a number of methods, the method of the phraseological identification of PUs, the method of the structural, componential and variability analysis of phraseology, the method of the quantitative analysis and the method of the phraseological description inclusive. As a result of the research, a set of main types of variants in the analyzed phraseological units come to light: pure variants, i.e. verbal variants of PUs, mixed variants, i.e. substantive-quantitative variants, adjectival-quantitative variants, and a number of verbal-quantitative variants of phraseological units. He author comes to the conclusion that both simple, and complex variability of component structure of the studied phraseology has no noticeable impact on the meaning of a phraseological unit, keeping up its identity.

Keywords: English; phraseology; phraseological units; structure; component; variability.

Introduction

The relevance of studies in the field of phraseological variability is not subject to doubt. Why will variability in language always draw attention of the researcher? It is because *the variant* is, first of all, a development tool of language, and in particular such language as modern English. Due to the features of its historical development, modern English is very limited in lexical replenishment of its fund by means of increment of morphological flections, as this language actually has approached the change of its system, and from an inflectional language is turning into an agglutinative one, which was noticed and convincingly proved by Professor Vladimir D. Arakin - the outstanding typologist of our time - in the late seventies of XX century [1; 2: 3-38].

As a result of such trend in the language development, in need of the name for a new phenomena or objects phraseological units (PUs) - that are steady combinations of words with a complete or partial transference of meaning [3: 210] - are used.

Being the center of the communicative utterance [4; 5: 119], the verb creates around itself a large cluster of steady collocations and phraseological units. Verbs of primordially German origin become a kernel of such clusters: *have, give, keep, stand, lie, come, go, make, swim*, etc.

Thus the relevance of a research of phraseology with the component *have* - which collected around itself about five hundred phraseological units [6] and numerous collocations recorded in modern monolingual idiomatic dictionaries [7-9] - is quite obvious.

Research objective

The work pursues the aim of identification of different variants in the field of phraseological units of modern English which incorporate the structurally and functionally leading component *have*.

Research object

As the object of this research four hundred and forty five phraseological units (PU) of modern English which incorporate the verbal component *have* - that is considered to be a structurally and, respectively, functionally leading component of phraseological unit - were chosen. For the structural analysis, the selection of language material was made from the point of view of the method of phraseological identification [10: 48] from the most authoritative phraseological and idiomatic dictionaries, namely:

a) from the bilingual dictionary by Alexander V. Kunin 'The English-Russian phraseological dictionary' which fourth edition was published in Moscow in 1998,

b) from the monolingual dictionary of verbal phrases and collocations by Rosemary Courtenay 'Longman Dictionary of Phrasal Verbs' that was published in Scotland in Longman publishing house in 1984,

c) from the explanatory dictionary of idioms by Anthony Paul Cowie, Ronald Mackin and I.R. McCaig 'Oxford Dictionary of Current Idiomatic English. Vol. 2: Oxford Dictionary of English Idioms', that was published by Oxford University Press in 2000,

d) from the explanatory dictionary of idioms by Richard A. Spears 'McGraw-Hill's American Idioms Dictionary', that was published by McGraw Hill in New York in 2007.

The author appealed to a number of other modern defining dictionaries of idioms and phrasal verbs as to an additional source of information, and to British National Corpus and to The iWeb Corpus as the most reliable sources of exemplifying contexts.

The attention of researchers to the chosen phraseological units is explained by the fact that the leading component *have* reveals considerable phraseological and phraseomatic activity in modern English.

Scientific basis of the research

The phraseological concept of Professor Alexander V. Kunin, the founder of the English phraseology as a scientific discipline, molded the scientific basis of a research. At a solution of the problem of variability of phraseological units, we accept, as a starting point, after Alexander V. Kunin, functional ties between the parts of the language unit, that is integrity of a phraseological unit as a system unit. In his dissertation the author allocates the following types of phraseological variants: lexical, morphological, syntactic, positional and quantitative ones. Doing the research, first of all, in the field of lexical variability of stable phrases, we appeal to the definition by A.V. Kunin who tackles lexical variants as 'the kinds of phraseological unit, identical in quality and quantity of meaning, being of partially various lexical structure' [11: 444]. In the process of identification of other types of phraseological variability we take into consideration the quantity and order of the PU components and their morphological paradigms.

Research methods

During the research a number of method of phraseological analysis were applied. For the purpose of extraction of phraseological units out of a lexicological and phraseological continuum of language we make use of the method of phraseological identification initiated by Alexander V. Kunin, the founder of the English phraseology as a science. With the view of determination the quantitative structure of the studied phraseological units, methods of

the componential and quantitative analysis were used. We apply the method of the variational analysis to identify variants and define their qualitative characteristics. For the purpose of illustration of variants of the same phraseological unit we resort to a method of contextual analysis [12: 2]. As a supporting method of the research, the method of dictionary definitions was used.

Analysis of variability of phraseological units of modern English with the component *have*

Analyzing the selected language material, we pay attention to that fact that verbal-substantive phraseological units may have one or - which is a more often occasion - several variants which are not breaking their identity at that. Non-variable phraseological units of this structural organization (V + N) are represented in modern English by the very few units which are as follows: *have kittens* - to get extremely upset [13: 223]; *have an accident* - to lose control of the bowels or the bladder [Ibid.: 217]; *have a stroke* - to experience sudden unconsciousness or paralysis due to an interruption in the blood supply to the brain [Ibid.: 216]; *have a heart* - to be compassionate; to be generous and forgiving [Ibid.: 214]; *Have a blimp!* - *Sl.* Have a good year (a reference to the Goodyear blimp, which is famous for being at notable events) [Ibid.: 212]; *have a cow* - to become angry, excited or agitated (North American informal) [14: 77].

Simple variants

To simple variants we refer only verbal variants presented by the only phraseological unit of the analyzed field *to have the floor* in which only one component of its structure - a verb - is exposed to variability: *have / hold/ get / take*, that is this phraseological unit functions in modern English in the form of four verbal variants: *to have the floor / to hold the floor / to get the floor / to take the floor*. All of those variants have identical significative meaning and at the same time each set expression has an original shade dictated by a concrete denotat. Thus, the phraseological unit *to have the floor* means '[to have] the exclusive right to address the audience' [13: 153], the phraseological unit *to hold the floor* means 'to speak in a public meeting, etc. for a long time, often stop others from speaking' [15: 120], the phraseological unit *to get the floor* means 'to receive official permission to address the audience' [16: 125], the phraseological unit *to take the floor* means 'to speak in a debate or assembly' [17: 133]. Cf. contextual illustrations:

a) ...*Brenda's turn beginning line 5 is constructed similarly to her turn in (6), with a Creole stretch in mid-turn. In one major respect it is different, though: her two pauses of 0.6 seconds (lines 11 and 13) are interpreted as sig-*

nals that other speakers may now **have the floor**. Brenda is in competition with another speaker (most of whose words are inaudible) from then right up to the point where she winds up with her Creole... (London Jamaican. Sebba, Mark. Harlow: Longman Group UK Ltd., 1993, pp. 1-137. 1792 s-units // BNC).

b) *One of Boswell's invaluable moments occurs here. From time to time in the Life, he describes Johnson's voice as manly, or deep, or sonorous, or loud. Others have chosen to describe not so much the sound, as the use - to harangue, to interrupt, to hold the floor, to declaim. Johnson, as he did at Montrose, also employed much silence, and many who had come to one social occasion or another expecting to hear the grand disquisitioner, found him disappointingly reticent and withdrawn, even if making little antic noises to himself* (A walk to the Western Isles. Delaney, F. London: Harper-Collins, 1993, 1518 s-units // BNC).

c) *...first of all... I'll say it in order and then you can come up (pause) Jean ... from South Wales, come on Jean! (pause) Then Russell ...from East Wales (pause) then Henry ...for North Wales (pause) then (pause) (unclear) ...from West Wales (pause) and Becky ... from Mid-Wales. (pause) Can you remember your names? Your, yo- ... (laugh) Okay? (pause) Right! (pause) It's going to be ... Jean, you've got the floor for ten minutes! (19 convs rec. by 'Margaret' (PS002) between 13 and 16 Mar 1992 with 9 i's, 2594 utts, and 6 hrs 28 mins 0 secs of recs. // BNC).*

d) *Timetable for hearing... Objectors to the pylons have the chance to question the National Grid Company when cross-examination begins next week. Because of the Bank Holiday, the hearing resumes at 2pm instead of 10am on Tuesday, when local authorities' barristers take the floor. Their questions are due to go on throughout Wednesday with other objecting organisations and individuals starting their cross-examination on Thursday* ([Northern Echo]. World affairs material, 11901 s-units // BNC).

The comparative analysis of the contexts a), b), c) and d) proves that variability of the PU verbal component *have / hold / get / take* does not break the identity of the phraseological unit with its umbrella meaning of the opportunity to speak before the audience.

As for the substantive and adjectival variants - described below - they appear only in combination with quantitative changes of the componential structure of phraseological units belonging to the studied field.

Substantive-quantitative variants

Substantive-quantitative variants are presented by the following set of PUs in which the substantive component is exposed to variation (*a bite / a snack*) and also the quantitative structure of the phraseological unit is varied through its expansion by a variable component with a preposition - *of something*: *have a bite / have a snack / have a bite of something* - [to take] of a small amount of food that you eat between meals [18: 1353], cf.:

a) Coffin had a desk full of work. But he could not take his eyes off the photograph in front of him. There was something about it that tugged for attention. 'Could it be... not exactly unofficial, but will you have to bring another officer with you?' 'I can come on my own.' Coffin kept his voice non-committal. 'I couldn't pass over anything you told me, though.' 'Of course not. Wouldn't want it. Come and **have a bite** with me. I'm not bad on grilling a steak.' (Coffin underground. Butler, Gwendoline. London: Fontana Press, 1991, pp. 54-215. 4154 s-units // BNC).

b) I'm on a diet but I find I'm so hungry all the time that I'm just miserable and can't concentrate on anything. <...> No one denies that it's difficult to diet, especially at the beginning. You're effectively cheating your body by reducing your calorie intake and your body sends out different responses because it's confused. Many people who have trouble with diets are used to eating lots of snacks during the day. It's better to eat more at meal times. If you must **have a snack**, keep to fruit or a stick of celery. But do bear in mind, too, that hunger isn't always what it seems. Sometimes it's just force of habit - the <...> syndrome. Or it can be your mood - many people eat when they're feeling tense or depressed (Woman. 2456 s-units // BNC).

c) The two men then left the office to lunch, as arranged, with the attorney-general. On the way out they ran into North coming in.' He said Where are you guys going, have I missed it, or something like that, and we said... we were going out and **have a bite of lunch**.' At the Old Ebbitt Grill, on K Street east of the White House, the attorney general was waiting (Lives, lies and the Iran-Contra affair. Wroe, Ann. London: I B Tauris & Company Ltd, 1991, pp. ??). 1682 s-units // BNC).

d) In the dark living room, with the heavy velvet curtains and the long burgundy sofa near the picture window, she entertains ladies, tea things on the coffee table. The ladies sit and drone on and on. I wander by, back and forth, out in the hall, wanting them to stop talking. This time my mother is pouring tea. This time she is exclaiming about the cleverness of another woman's child. I interrupt my pacing to check on Wilhemina or to **have a quick snack** of frozen hot dog in the kitchen, but, always, my soul is bent on watching her. # When the guests have gone, I sit at my mother's feet in the shadow left by the ladies, claiming her. # There are two things in my mother's life that reliably make her happy: Gracie, our labrador, and Maria, our housekeeper. Gracie, she says, waggles with joy whenever she comes in the door, no matter what... (Rowing to Leiden. Taber, Sara Mansfield. # 2002, Vol. 87 Issue 2/3, p396, 10 p. **FIG**: Southwest Review // COCA).

In the context d) appears also the occasional [19: 234] adjectival variant *quick* which is still not recorded in phraseological dictionaries as a standard variable form of the phraseological unit under study. The phraseological variant *have a quick snack* is not registered in BNC. It appears only in COCA.

Nevertheless all the substantive-quantitative variants *have a bite/ have a snack/ have a bite of something* - as it is seen from the contexts - are considered to retain their nominal phraseological identity.

Adjectival-quantitative variants

Adjectival-quantitative variants are presented by the following set of phraseological units in which the quantitative variability - due to expansion of the componential structure of the phraseological unit by means of the adjectival component *good*, varying, in its turn with *strong* - is observed: *have a case / have a good (strong) case* - to prove that one is right [20: 145], to be right in something, to have the truth on one's side, to have weighty arguments, for example:

a) *Most newspapers devoted pages to the subject. But they did not want to offend the public; and, most important, they had billed the march as a civil-rights story. Journalists tended to march with the gays in spirit, believing that they **had a case** and were an important constituency (as they are) for the Democratic Party.* (The Economist. 3317 s-units // BNC).

b) *His more difficult task is to persuade the Premier League to honour a Football League agreement to pay the union 10 per cent of television earnings. The PFA **have a good case**. Although the Premier League's television income will probably be much greater than the old League's has been, the union also will be obliged to meet increased demand, by players from the lower divisions, for re-training, pensions, insurance and other welfare benefits, following the break-up of the Football League. Mr Taylor must ensure a sceptical public understand that it is to obtain these securities for their less fortunate brethren that the highly-paid Premier League players have been asked to express a willingness to strike.* ([Daily Telegraph, elect. edn. of 19920406]. Leisure material, pp. ?? 1784 s-units // BNC).

c) *Dave Escott bought his flat, leasehold, 5 years ago. He was paying thirty pounds a month ground rent into a management fund, but he's since discovered the money wasn't getting through to his former landlord, Titcombe Developments in Marlborough. Now the freehold's been sold to a Salisbury firm called Sarum Heritage Limited, and the new landlord's told him to pay 1500 pounds by the end of this month or risk losing his home. Legal experts believe the residents **have a strong case**. Neither Titcombe Developments nor Sarum Heritage was prepared to comment. Legal action is already under way. Meanwhile, more than half way through her pregnancy, Suzanne Jones can't make plans for the future. Dave Escott bought at the height of the boom, and any back rent will only add to his negative equity.* ([Central television news scripts]. 3990 s-units // BNC).

The contexts supporting the phraseological set *have a case/ have a good (strong) case* reveal the identical meaning of the adjectival-quantitative

variants under study that might be summarized as ‘to have the truth on one’s side’, or ‘to be sure of one’s own correctness’, which testifies to the PU identity as a language sign.

Verbal-quantitative variants (1)

Verbal-quantitative variants (1), in which, along with verbal variability of *have/ get/ take*, the quantitative expansion of PU componential structure at *something* emphasizes orientation of attempt on commission of any action: *have/ get/ take a crack (at something/ at doing something)* - to try to do something although you are not certain that you will succeed [21: 83], to try something, to try the hand, to risk, to venture (to make something), cf.:

a) *Prince Edward has been chancing his arm at a new sport: Ten Pin Bowling. The Prince was visiting handicapped children being looked after by members of his father's award scheme. They invited him to have a go. <...> Deputy Head Voice over So who cares about royal dignity anyway... even if you do fail completely at your first attempt. Prince Edward was in Swindon to see Handicapped youngsters playing tenpin bowling and he **had a crack** himself. The second time was much better. He knocked over eight. But still not as good as some of the handicapped children he'd come to see. Perhaps they'd had a little more time. With a little more coaching he might get the knack.* ([Central television news scripts]. 4044 s-units // BNC).

b) *Labour's minority government of 1974 lost 29 votes in June and July that year; yet did not hold the election until the following October.' It would need a change of culture compared with the last 13 years,' said one senior civil servant.' You'd have to signal in advance which issues you regarded as a matter of confidence - for instance, the Tories might **have a crack at** coal privatisation but might not want to go to the country on it if they failed.' The worst scenario of all is one in which no party feels confident of forming a government, leaving the Queen with no alternative but to grant a second dissolution* ([Daily Telegraph, elect. edn. of 19920405]. World affairs material, pp. ??, 2235 s-units // BNC).

c) *Ben Affleck is still going to star in and produce 'The Batman' but he is going to need to find a "partner in a director," as he put it, to helm the project. Assuming Matt Reeves doesn't want to do another Planet of the Apes movie for Fox, his schedule is free and clear in terms of directing. So, if Warner Bros. can talk him into it, he could likely be the guy. It is most definitely an outside shot, but The LEGO Batman movie director Chris McKay recently expressed interest in directing a DCEU movie and even said that he was going to meet with Warner Bros. about it. It isn't out of the realm of possibility that he could maybe **get a crack at** a live-action Batman movie, with early indication being that he did a fine job with the Lego version.* (<https://movieweb.com/the-batman-director-shortlist-matt-reeves/> // The iWeb Corpus).

d) *It's still one of the most memorable Marvel flicks to date, and now with Guardians of the Galaxy Vol. 2 hitting cinemas in a matter of weeks, gaming's best storytellers **get a crack at** spinning their own tale with this misfit team of space heroes* (<https://www.stuff.tv/game-reviews/guardians-galaxy-telltale-series/review> // The iWeb Corpus).

e) *If he has one regret it is that government never saw fit to offer him another major job as challenging as his chairmanship of British Steel when he gave it up in 1976. He confides that he would have liked to **have taken a crack at** another big public objective. He was requested by Prime Minister James Callaghan to head a commission that looked into the future of the engineering profession in Britain, which kept him occupied for two and a half years. The resulting report, *Engineering our Future* brought about a minor revolution in the profession. But Finniston still harbours the belief that the wealth of experience he acquired during his ten years at British Steel could have been put to better service for the nation* (Advice from the top. Oates, David and Ezra, Derek. Newton Abbot, Devon: David & Charles Pubs plc, 1989, pp. ??, 2106 s-units // BNC).

As one can gather from the contexts, the triple variability of the PU verbal component *have/ get/ take* together with the PU quantitative increments *at something* and *at doing something* does not deprive the phraseological unit under analysis of its identity as an autonomous language sign, keeping up its nominative value.

Verbal-quantitative variants (2)

Verbal-quantitative variants (2), in which, alongside with verbal variability of *have / get*, quantitative expansion of the PU component structure *into one's head* details the location of idea concentration: *have ideas/ get ideas / get the idea (into one's head)* - to have false or dangerous ideas, hopes, etc., especially when they lack proof, *get ideas into one's head* - have expectations that are not likely to be realized; expect more than one is likely to get, compare:

a) *A.R. Did you find it easy to take direction from someone whom you didn't know? J.F. Yes. Because that's where I realised that the drama school training helped a lot. When you're training you **have ideas** shoved at you continually and are expected to change quickly - which is a very good thing. A.R. Did your experience at drama school come as a great surprise to you? J.F. Well, it did really. I hadn't a clue what was expected. I hadn't done' drama' at school, thank God, so I was completely open coming straight from school. There were a lot of people older than me with more experience of life* (So you want to be an actor? Rendle, Adrian. London: A & C Black (Pubs) Ltd, 1991, pp. 5-107, 2404 s-units // BNC).

b) *I think you're lucky to live there,' she said, admiring the palace.' It's such a wonderful position, and it must look quite spectacular from the canal.*

*I wish I could see the front properly. Is it very grand inside?" Very. Grand enough to satisfy even you,' he said, mocking her eager, sparkling eyes.' Don't **get ideas**. The apartment is exquisite, but small.' He grinned at a secret joke.' It took a lot of work to turn it into exactly what I wanted.' He opened a small side-door and walked into a small side-hall (Mask of deception. Wood, Sara. Richmond, Surrey: Mills & Boon, 1993, pp. ??, 5063 s-units // BNC).*

c) *I'm all right. Here. Except for a broken neck, I'm fine... Get in bed. Well, then, sit down, at least. Sit down? Don't you suppose I would if I could? Go away! I... I... No, I won't. I won't. Oh, Jeff, you're a hero. My hero. Imagine you riding the Cup Race for me. For you? You're insane. I did it because your boyfriend put me on the spot. Don't **get the idea in your head**... Oh, but you did! You got on again and again! That wasn't because of Lance. That was because 30,000 people were watching me. What else could I do when that animal kept coming back, crouching over me, dangling his reins and blowing hot steam in my face? Now beat it! No, I won't. I'm never going to get a single inch away from you again because you love me. Certainly, I love you... Oh (The Bride Wore Boots. <...> Year: 1946 / Genre: Comedy, Romance // The Movie Corpus).*

The comparison of the contexts testifies to the fact that the identity of the phraseological unit as a language sign retains irrespective of the verbal-quantitative variability of its componential structure.

Verbal-quantitative variants (3)

Verbal-quantitative variants (3), in which, along with the PU verbal variability of *have / hold*, quantitative expansion of PU component structure *in one's hands* concretizes the part with the advantage of a position, situation, etc.: *have the cards / hold (all) the cards (in one's hands)*, cf.:

a) *Bodie said, 'You haven't got a lot of option.' Stabbing a finger towards the note, which Bodie still held, Stone made a last desperate plea for a more individual assistance. 'That note. That's got to be some kind of a nutter. Ripping the cat. Smashing the dog's head in - I can't! I can't leave them like this!' With a touch of genuine sympathy in his voice, Ray Doyle walked over to him and said, 'Jack. You don't **have the cards**. We've got to take you in - now.' He reached for Stone's arm, but the man jerked away, panic growing, his pallid features quite flushed, now, with the sense of growing desperation that made him behave so urgently.' If I could find a few grand.' Looking from one to the other of them.' (The professionals: volume 15. Bulmer, Kenneth. Wallington, Surrey: Severn House, 1983, pp. 1-122. 3656 s-units // BNC).*

b) *Roger **held the cards**, you know; he had an established reputation and people have an enormous respect for established reputations, even if*

they suspect that the holder of them isn't really much good (Snow C. P. *Death under Sail*. New York: Amazon, 1981. Available at <https://www.fantasticfiction.com/s/c-p-snow/death-under-sail.htm>).

c) *Well, I'll tell you, Jephson, it's a tough case and no mistake. It looks to me as though Mason **has all the cards**. If we can get this chap off, we can get anybody off* (Th. Dreiser. *An American Tragedy*. Available at <https://ebooks.adelaide.edu.au/d/dreiser/theodore/american/>).

d) *Because now we have demands - just like them.'* Chantal frowned, as uncomprehending as the Iranian. D'Arcy lit his cigar and aimed a lone stream of blue smoke at the ceiling. 'You see, from now on our demands are that your wife and child remain unharmed and are eventually released unharmed. That is our demand. Curiously enough - and tragic as it is - your negotiating position, Nader, is actually better than before the kidnap. Then they did **hold all the cards**.' Nadirpur gradually began to grasp what the Englishman meant. 'But that is hardly consolation!' (Sons of heaven. Strong, Terence. Sevenoaks, Kent: Hodder & Stoughton Ltd, 1990, pp. 73-154. 3309 s-units // BNC).

e) *They seem to have bullied him and made him er, make concessions, and the question that Freud and Bullett constantly ask is, why did Wilson make these concessions, especially since his position was already defined before he came to Europe, you know he already laid down the fourteen points, and sold it to the American people. And then he came to Europe and, and really, let it all go. And their answer of course is, look, here was erm, there's no political or historical reason, because Wilson **had all the cards in his hand**.* (London School of Economics: lecture (Edu/inf). Rec. on 8 Nov 1991 with 2 partics, 98 utts // BNC).

f) *Well, what else is there for me to do? You **hold all the cards in your hands**.* (Dreiser Th. *The Stoic*. Available at https://royallib.com/book/drayer_teodor/stoik.html. Accessed 28.12.2018).

As far as the supporting contexts show, the PU verbal-quantitative variants in this case maintain the nominative identity of the phraseological units irrespective of the variability of its verbal component *have/ hold* and along with its quantitative variability which consists in enlargement of the number of PU components, such as *all* - in the contexts c), d), e) and f) - and *in one's hands* - in the contexts e) and f).

Verbal-quantitative variants (4)

Verbal-quantitative variants (4), in which, along with variability of the PU verbal component *have / get*, the quantitative variability is also observed, which is carried out by means of introduction of the adjectival component *big* into the structure of the phraseological unit, thus performing the function of an intensification of rejection of the other participant in communication: *have the bird / get the (big) bird*. Cf.:

a) *Eddie had once been the top of the bill. And then one evening, he **had got the bird**...* (Sinclair J. (Ed.-in-Chief) Collins Co builds Idioms Dictionary. Glasgow: HarperCollins Publishers, 2012. 528 p. Available at: <https://dic.academic.ru/book.nsf/63810979/Collins%20Cobuild%20Idioms%20Dictionary>).

b) *He offered to give a talk on his travels in India, but he **got the bird**!* (Gulland D.M., Hinds-Howell D.G. The Penguin Dictionary of English Idioms. London: Penguin Books Ltd, 1994. 305 p. Available at: <https://www.twirpx.com/file/1119020/>).

c) *BNFL's showpiece Sellafield Visitors Centre continues to attract record numbers with over 77,000 people having already passed through its doors so far this year. As well as the centre's fascinating nuclear power exhibition, a packed programme of special events has been arranged for visitors - which is how brave assistant information officer Diane Williams ended up **getting the bird**! Your BNFL News was on the spot to cover the latest exciting events, so to find out more turn to the centre pages....* (BNFL News. 468 s-units.).

d) # *Get/Give the bird - receive or show derision. From theatrical slang; originally '**get the big bird**', i.e. the goose, which hisses as people do when they make traditional sound of disapproval at a bad public performance.* (Expressions & Sayings (G), <http://users.tinyonline.co.uk/gswithenbank/sayingsg.htm> // GloWbE).

Besides, in *Longman Dictionary of English Idioms* one more variant of the phraseological unit under study is found, which appears to be its lexical-grammatical variant having the structure of the Passive Voice, cf.:

e) *...the singer was so bad she **was given the bird*** (Long H. (Ed.) Longman Dictionary of English Idioms. Harlow, London: Longman Group UK Limited, 1996. 389 p. Available at: <http://linuxdoc.ru/howto/longman-dictionary-of-english-idioms/>).

The fact of functioning the phraseological unit in the form of the Passive Voice expands the range of types of dependence of the PU components from constant-variable to transformational dependence of components, keeping up at the same time identity of the phraseological unit as a whole.

Verbal-quantitative variants (5)

Verbal-quantitative variants (5), in which, along with the PU variability of the verbal component *have / get*, quantitative variability is also observed, which is carried out by means of introduction of the prepositional phrase *a fit of* into the structure of the phraseological unit, performing the function of gradation of an emotional condition of the person: *have / get the blues, have (fit of) blues* - to become sad or depressed, compare:

a) *Whatever the weather Cheltenham always looks good. The local nurseryman was finishing off as most started their day. Ten thousand flowers*

and a hundred trees have grown overnight. The wintry weather rather spoiled the opening day's fashion parade. Too cold for frills and fancy dresses, more a time for furs. As race time approached, people poured in. The cars queued but the helicopters beat the jams. On budget day and in pouring rain, nobody **had the blues**, not even the bookies, as the favourites fell. The chance for a local winner came in the second race, the Arkle Challenge Trophy (Central News (03): TV news. 9 parts, 1103 utts // BNC).

b) ...first time the laughter was extinguished from the little face so like Jack's, and in its place was resignation and courage, and a wisdom far beyond his years.' I love that photo,' Jack said softly.' I've got an enlargement of it in the bedroom. It was the last photo I took of him. He died early the following morning.' On the facing page, out of sequence, was an earlier photo of Johnnie laughing, his head thrown back, radiating life and energy.' Whenever I **get the blues**, I look at this,' Jack murmured, his finger tracing the contours of his son's face.' It reminds me that although his death was tragic, his life was full of fun and laughter. We had so many good times. No one can ever take that away from us.' He sat quietly for a while, staring into space, and then abruptly shut the album and stood up (The spice of life. Anderson, Caroline. Richmond, Surrey: Mills & Boon, 1993, pp. ??, 4473 s-units // BNC).

c) 'But you've plenty of milk.' 'Yes. But they're giving me pills... to dry it up.' 'But what about his immunity? It's important to get it from the mother.' 'I'm sorry, Brian. I just can't. I can't face breast-feeding.' She did not go into details: that she found herself so physically revolted by the process that she had begun to retch, nor despite being warned that all new mothers **had a fit of the blues** after giving birth, she had been crying most of that day. She could sense the rising tension in the room, almost as oppressive as the scent of all the flowers. She could see Alison's roses and felt them to be a rebuke. Out of the corner of her eye, she watched her husband staring down at the cot. Then he mumbled, 'Well, if that's the way you want it.' Defiantly she answered, 'I'm not a cow, Brian...' (Guilty parties. Street, Pamela. London: Robert Hale Ltd, 1990, pp. ??, 2549 s-units // BNC).

d) Of course she was drinking on the sly, her and her precious friend... He was really feeling strange, curiously detached, but he struggled to hold on. His thoughts seemed to wander out of control... They were watching him. Concentrate on something! He looked at his wife's portrait which hung on the wall opposite where he sat. Gifford Tate had painted it a few weeks before she died. A fair painting; free in style but at the same time a good likeness. Gifford had gone overboard **a bit in the blues** though... For some reason this thought made Edwin chuckle to himself. Francis's owl-like countenance obtruded again. Francis was too fat, his face was podgy and he had a paunch. Soft! Too much food, too little exercise. Greedy from childhood... Hard to credit that he had once fathered a daughter - and a beautiful girl she had turned out to be - like her granny... Funny thing, heredity;...

(Wycliffe and the Windsor Blue. Burley, W J. London: Corgi Books, 1989, pp. 7-152. 3389 s-units // BNC).

On having compared the supporting contexts, one can see that the PU verbal-quantitative variants do not destroy the phraseological unit as a language sign; just the opposite is seen: the variability of the PU verbal component *have / get* being interfaced with quantitative variability - expanded as in ***had a fit of the blues*** and reduced as in ***a bit in the blues*** - serve to maintain the identity of the nominative function of the phraseological unit under study.

Verbal-quantitative variants (6)

Verbal-quantitative variants (6), in which, along with the PU variability of the verbal component *have / carry*, quantitative expansion of the PU component structure - at the expense of the variable component introduced by the preposition - *with somebody / with something* - points out to the vector of influence of the subject or object to the nominated action: *have / carry weight (with somebody, something)* - to be important, influential, convincing, effective, etc. Cf.:

a) *...that within the sentence we can establish rules and constraints concerning what is and is not allowed, whereas beyond the sentence, such rules seem either to disintegrate or turn into rules of a different kind - social rules or psychological rules, which are not within the area of linguistic study at all. So linguists too tend to come up with grammatically correct, but somewhat peculiar examples: 'Sincerity may frighten the boy' (Chomsky 1965) and so on. All these arguments, from people involved in different ways in the study of language, **have weight**, and should not be ridiculed or dismissed out of hand, as has become rather fashionable in some language teaching circles. There are types of language use which demand the ability to formulate grammatical, correctly bounded sentences, and being able to exploit the formal sentence grammar is one of the most important elements in being able to communicate in a language* (Discourse. Cook, G. Oxford: OUP, 1992, pp. 3-110. 2212 s-units // BNC).

b) *...and historic buildings so well 'protected' against decay and destruction of all kinds (although in many cases one might well ask whether there is not some confusion and contradiction between protection and son). Yet never has artistic creation itself whether painting, the cinema or literature (to my mind, architecture and perhaps photography are exceptions) been so impoverished, so derisory, so played out. But has that not always been the cry, you may say everything already written, heard or said; art dead, creative spirits extinct? This argument **has weight**, but is easily overturned. I challenge you to tell me who are the Picassos, the Matisses, the Faulkners, the Nabokovs, the Stravinskys, the Richard Strausses, the Pasolinis, the Kahns and the*

Scarpas of our generation? Could it not be that today's mania for 'disseminating' and 'promoting' culture expressions which should be banned has actually caused the prevailing sterility? And is not this sterility particularly evident in France, a country formerly renowned for its creativity and which, since Malraux's... (The Art Newspaper. 2909 s-units // BNC).

The basic form of the phraseological unit under analysis is regularly attached in the context to the abstract noun 'argument' either in the singular or in the plural form. Here - the context a) and the context b) - we observe only the case of morphological variability of the PU verbal component *have*, which is considered to be of zero-level influence on the phraseological meaning of the analyzed set word combination. By the way, the iWeb Corpus exemplifies five instances of immediate combinability of *argument has weight*.

c) *Mr. MacLennan. That has nothing to do with the matter under debate. I do not propose to get involved in what is clearly a diversionary tack. That is a Conservative tactic: when faced with a difficult question, they invariably try to divert attention by mentioning another issue. In the Bill, the Home Secretary has sought to divert the public's attention from the powerful recommendations in the Woolf report. He has failed to give a timetable for the implementation of those proposals, to set out a schedule which would **carry weight** and to tackle the problems at base. Instead, he has produced a little Bill which has no friends and which the House will not find <...>. That is why no one is going to vote against it tonight. <...>. As I explained to the normally silent Parliamentary Private Secretary, it is not appropriate to vote against a Bill of this sort at this stage ([Hansard extracts 1991–1992]. 20394 s-units // BNC).*

d) *The age of criminal responsibility is eight in Scotland, against ten in England. <...> Nigel Bruce's letter (Points of View, 16 February) has the heading, 'Religious education encrusted in myths and fantasies'. This sweeping and quite unsubstantiated assertion is but one man's opinion and **has no more weight** than another's, for example, my own which is completely contrary. However, neither Mr Bruce's opinion nor mine are relevant to the matter under discussion. In the last analysis the opinions on such matters which **carry weight** are those of the parents of the pupils concerned. The UN Declaration of Human Rights states: 'Parents have a prior right to choose the kind of education that shall be given to their children.' The European Charter is even more specific. I would remind Mr Bruce that in Scottish schools today the general bias is humanistic and it is the Christian parents who are being denied their rights ([Scotsman]. Leisure material, pp. ??). 6963 s-units // BNC).*

As it is seen from the context c) and the context d), the PU verbal variant - *carry weight* - of the basic form of the phraseological unit under analysis - *have weight* - reveals its combinability with abstract and concrete nouns as well, among them the most frequent are the following ones: *ability, opin-*

ion, views, judgement, words, books, schedule (according to the contexts found in the iWeb Corpus). And the variability of the PU verbal component does not have any impact on the meaning of the original phraseological unit as it reflects the idea of importance, influence, conviction and effectiveness. Thus, the identity of the phraseological unit stands.

e) ...to discuss this application. I should be grateful if you would acknowledge receipt of this letter. <...> Your consultation paper on the role of Parish and Town Councils has been passed round Nether Wyresdale Parish Council for comments. I must apologise for the delay in responding. The only comment made was that a small parish such as Nether Wyresdale (less than 500 electors) could not contemplate taking on any additional direct responsibilities. It was also felt that the views of Parish Councillors should **carry more weight with the Borough Council** on local matters in particular planning applications. It is sometimes felt that the Borough Council, although they seek the views of local representatives, ignore these when coming to decisions on planning matters which will have a profound effect on local residents ([Misc unpublished – parish council letters]. u.p., n.d., pp. ??, 2033 s-units // BNC).

f) ...as it is easy to get a feeling of 'just me against all of them'. Good interviewers will try and prevent you from feeling overwhelmed but being outnumbered inevitably creates a certain tension. # Identify the most influential interviewer # In theory it is the chairperson, who sits in the middle, who is the most crucial member of the interview panel, but in practice one of the others may have the real power to make decisions or the personality to override the others. You should try and work out if any one person seems to **carry more weight with the others** and address your answers to that person whenever possible. Do not be fooled into thinking it is the noisiest or jokiest member of the panel. It is far more likely to be the person to whom the others seem to defer whenever there is any query or discussion. Panel interviews, if they are well run and well organized, can be particularly searching. For the candidate the same basic rules of selling yourself apply as for one-to-one interviews (How to interview and be interviewed. Brandreth, Gyles and Brown, Michele. London: Sheldon Press, 1992, pp. 9-123. 2073 s-units // BNC).

The analysis of the PU quantitative variability which causes the component expansion of the initial phraseological unit and results in the sequence of *carry more weight with somebody*, and which is illustrated here with the context e) and with the context f), makes it evident that the distribution limit of the PU also undergo a kind of expansion, including now not only abstract and non-animated concrete nouns but also nouns denoting people and their gatherings, groups, organizations, etc. As far as the idea of importance, influence, conviction and effectiveness retains, the identity of the phraseological unit is thought to be maintained.

g) *Howev develop er, it is encouraging that the University's Guild of Graduates has been giving serious consideration to the future ment of higher education in the Principality, including advanced further education. A working party of the Guild produced a draft report in December 1981, based on research undertaken by Dr Roland Wynne, Deputy Director of the Open University in Wales, and entitled Higher Education in Wales into the 1990s. The report, which therefore predates WAB, will be presented to the University for its consideration and will **carry considerable weight** because its membership, which comprises a majority of university members together with representatives from public sector higher education, consists of men of influence* (Further education today: a critical review. Roberts, I F and Cantor, Leonard M. London: Routledge & Kegan Paul plc, 1986, pp. 88-184. 1231 s-units // BNC).

h) *In fact, the chapter on the universities concerns itself with uses of English well beyond the boundaries of the English school: English... is needed in every Faculty. It is the one subject which for an Englishman has the claim of universality. Without it he can not attain to full powers either of learning or of teaching in any. We should like it to be officially proclaimed by each university that in all its examinations the quality of the English written or spoken by candidates, especially its lucidity and its fitness to the subject, will **carry great weight with** examiners. But this is far from all. In fact the Report immediately makes clear the Committee's view that English involves far more than lucidity and fitness to a specific purpose, in that it is also potentially a powerful force for national cultural enrichment, and even international cultural ascendancy: English is not merely an indispensable handmaid without whose assistance neither philosopher, nor chemist, nor classical scholar can do his work properly. It is one of the greatest subjects to which a university can call its students* (English & Englishness. Doyle, Brian. London: Routledge & Kegan Paul plc, 1989, pp. 17-132. 1336 s-units // BNC).

i) *Even if the two counties agree, this should be a matter for a call-in. Therefore, I am pleased to support this plea. The Parliamentary Under-Secretary of State for the Environment (Mr. Tim Yeo) I pay tribute to my hon. Friend the Member for Beaconsfield (Mr. Smith), who is always an eloquent champion of his constituents' interests. He is also a noted expert on financial matters, and tonight he has given the House a clear explanation of complex proposals. I have no doubt that his opinion will **carry great weight**. We have also heard from my hon. Friend the Member for Windsor and Maidenhead (Sir A. Glyn), who has unparalleled knowledge of the history of the area and the occasions when floods have affected it* ([Hansard extracts 1991-1992]. 14778 s-units // BNC).

The analysis of the contexts makes it clear that in the case under consideration the PU adjectival components either in positive or negative form -

g) *considerable*, h) *great*, i) *great* and d) *no more*, e) *more*, f) *more* - do not play the part of the PU quantitative variants. Actually, they are occasional insertions, which serve for specification of phraseological meanings, and for the gradation of influence of somebody or something on the subject or on the object in the process of communication.

On having compared the supporting contexts, one can draw the conclusion that the PU verbal variants *have/ carry*, on the one hand, and quantitative expansions of the PU component structure, on the other hand, do not at all destruct the analyzed phraseological unit. On the contrary, variability - performing the function of cream skimming the quintessence of the author's centrifugal force and of the reader's centripetal force - serves to keep up the identity of the phraseological unit as a language sign in its first and foremost denotative function.

Conclusions

The carried-out analysis of two-component verbal phraseology with the verb *have* functioning in modern English allows to draw the following conclusions:

1. As a result of the research *simple* and *complex* variants of phraseological units of the studied field come to light.

2. Simple variants come down to variability of a verbal component of phraseological units.

3. Complex variants of the studied phraseological units are presented by substantive-quantitative, adjectival-quantitative and verbal-quantitative variants.

4. Quantitative variability of the phraseological units under study performs the following functions:

a) points out to the orientation of the attempt to commit some action,

b) details the location of the idea concentration,

c) concretizes the side / the part having the advantage of a position or a situation,

d) intensifies the fact of rejection of the communicant,

e) carries out gradation of an emotional condition of the person,

f) emphasizes the vector of action influence.

5. In general, both simple, and complex variability of component structure of the studied phraseology has no noticeable impact on the meaning of a phraseological unit, keeping up its identity as a language sign.

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Information about the author:

Fedulenkova T.N. – Doctor of Philology, Professor, Department of Foreign Languages of Professional Communication, Vladimir State University (Vladimir, Russia), Member of the Russian Professorial Board (Certificate No. 64), Member of the Scientific Council on philological sciences of RPB, Correspondent member of RANH (Moscow, Russia). E-mail: fedulenkova@list.ru

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EDUCATIONAL INQUIRING ACTIVITY AS MEANS OF FORMATION OF EDUCATIONAL AND INFORMATIVE COMPETENCE OF YOUNGER TEENAGE AGE AT THE LESSONS OF ENGLISH

K.E. Bezukladnikov, E.S. Melekhina

Abstract. Now in the conditions of informatization of society more and more attention is given to the process of education and training. Modern teenagers have considerable shifts in processes of perception and thinking, motivational and emotional-volitional spheres, valuable reference points, space of activity and emotional stress. The most effective way of improvement of the quality of teaching and educational motivation of younger teenagers is the organization of educational inquiring activity at lessons as implementation of educational inquiry helps to teach school students to be independent, to create informative motives and research abilities, to initiate, plan, competently realize and estimate results of any activity. The article gives the definition of educational inquiring activity and describes the way it can be applied in the process of education at school as it trains to ask correct questions while planning that will allow being successful at any activity. Training of educational inquiring activity can be correlated to training of independence of school students, too. The organization of inquiring activity contributes to the formation of educational and cognitive competence of younger teenagers as it develops stronger motivation, a high level of concentration of attention, and critical thinking; helps to focus on the acquisition of knowledge, positive attitudes to the assessment of the teacher and classmates, as well as self-assessment. Training of educational inquiring activity can help students “to learn to study” during all life; and the gained knowledge and skills become means of formation of students as active and creative persons, responsible for their choice.

Key words: information society; younger teenage age; educational inquiring activity; independence; personal development of students; motivation; “to teach to study”.

Introduction

Now in the conditions of informatization of society more and more attention is given to the process of education and training. It is connected with several aspects, first of all with changes in living conditions, the social and economic environment, in the system of the public relations in which there lives a modern person, also the person has changed, and respectively, the

modern school student is different from the one who was 10-20 years ago. In addition, there were shifts in development of modern children.

Now school students live in a century of globalization and broad availability of information. Feature of the modern world is removal of barriers (cultural and psychological) between the countries and the people, openness of the world to the person and the person to the world, a possibility of existence in new unusual space created by a person. Information plays one of the major roles in life of society as the new environment, new forms and conditions of receiving and assignment of knowledge is formed that leads to change of information communications, knowledge and cognition [1].

Modern teenagers have considerable shifts in processes of perception and thinking, motivational and emotional-volitional spheres, valuable reference points, space of activity and emotional stress. Social development of teenagers depends on age changes and new growths which are “submitted” and regulated by society. In spite of the fact that adults estimate teenagers only as “subjects of influence”, children are full-fledged members of society as they acquire norms and forms of the organization of society, look for possible ways of the solution of objectives. Teenagers form their own position in relation to the reality surrounding them, lose continuous contact with adults and treat them as to the intermediaries opening the world of the future. Modern children develop in high gear therefore it is important to pay attention to their orientation, dynamics and intensity of transition to new regularities [Ibid.].

Different authors consider a periodization of teenage age differently: 1) as indivisible stage of development (10-15 years old); 2) as the age period divided into two stages: younger teenage (10-12 years old) and actually teenage (12-14 years old); 3) they allocate the adolescence period which includes younger teenage (10-11 years old), average teenage (11-12 years old) and the beginning of the advanced teenage age (12-14 years old).

Within the research the school students of 10-12 years studying in 5 and 6 forms are of interest; they are in the transition adaptation period after the end of training at primary school and the beginning of the educational activity at secondary school. School students can have certain difficulties connected with change of a head teacher of the form and accustoming to new subject teachers with new more difficult programmes of training, establishment of contact with schoolmates of this age. Position of school students within business and interpersonal relationship changes: studies take more time that reduces time for rest and hobbies, peers and adults (teachers and parents) pay more attention to mental abilities of teenagers, the style of communication changes.

Psychological changes of modern younger teenagers

Now teenagers are brought up and develop not so much in the conditions of family, a class, or friends, but in wider social space where they are influ-

enced by a huge flow of information from television and the Internet, which blocks knowledge imparted by parents and teachers. In the world of quickly changing relevant information adults (both parents, and teachers) stop being an authoritative source of information; and teenagers are guided by more available information which is of interest to them, corresponding to their ideas and opinion, arriving often from unchecked sources. New information has unsystematic character and often lies outside the educational sphere, but changes the structure of thinking, consciousness and outlook. It occurs during the change of the relations between adults and children; in particular, adults do not draw of a close attention to the children who have reached a certain level of social development and understanding, excepting them from a field of activity of society. At the same time the relations between teenagers change, the consciousness simplification, growth of aggression, cruelty are noted that is externally shown through childishness, egoism or uncertainty.

The opinion is often expressed that modern teenagers grow as “consumers”, do not appreciate what they have, do not know cultural traditions of the country and own history. Besides, they have unequal access to educational resources in the cities and the countryside. It leads to emotional discomfort and decrease in desire to work actively. Restriction in communication with peers, growth of the phenomena of loneliness, communicative incompetence have negative impact on teenagers. Children of teenage age have regressive changes in brain ensuring cognitive activity. The activity of subcortical structures leads to deterioration in mechanisms of any regulation, the volume of working memory decreases, the ability of selective attention worsens. Mechanisms of brain ensuring cognitive processes do not correspond to the level of consciousness of the teenager, awareness of the maturity and independence by it [1].

Modern teenagers are interested in search of meaning of life, understanding of the I more, and focus attention on the identity, show criticality in relation to surrounding and to themselves. Their valuable orientations change: the most valuable aspects are education, resoluteness, the high level of achievements, health and appearance are of great importance, but ability to empathize, tolerance and keenness are appreciated least of all.

The listed above changes directly affect primary activity of younger teenagers - study, at school they spend the most part of the time. Here one of significant aspects is relationship between a teacher and a student. If earlier a teacher was an authority for school students as the main sources of educational information were a teacher and subject educational package, then now, with development of new technologies and unlimited access to any information, subject knowledge of a teacher has no such value. The authoritative style of teaching also prevents establishment of comfortable, favorable working atmosphere and trusting relationship at lessons. Unfortunately, nowadays there is information on incompetence of teachers, about moral,

psychological, and sometimes and physical abuse, is frequent from teachers in media in increasing frequency. But also teachers have become more vulnerable in modern school: they are overloaded with paper work, in connection with the shortage of colleagues many of them have big hour loading, apart the need to prepare to pass State Examinations, to participate in conferences and subject Academic Competitions [2].

In this regard, it is necessary to look for ways of an exit from current situation, to make process of training and educational comfortable and effective for all participants of educational process. For this purpose it is necessary to pay attention to the following aspects:

- to reveal features of the modern sociocultural environment, to reveal factors of the external environment, having greatest impact on teenagers;
- to analyse real changes which have happened to modern children (compliance of age parameters, split growth, change in psychophysiological and social maturing, etc.);
- to analyse development of consciousness and self-consciousness of teenagers, to reveal features of perception, thinking and memory;
- to define reference points, the directions of personal development of students, to pay special attention to spiritual growth, to define mechanisms of formation of teenage values, moral installations and orientations;
- to reveal character and features of processes of assimilation and assignment of knowledge by students, their systematization and width at different grade levels. It is necessary to open a possibility of optimization intellectual and speech (oral and written) activity, to establish possibilities of development and purposeful formation of informative processes in the world of a huge flow of information.

Methodology and Results

For improvement of quality of teaching and educational motivation of teenagers teachers should form information culture, find ways and opportunities (forms and means) of usage of television and the Internet in the educational purposes, to train in the ways of selection and filtration of information, to treat it crucially, to use for the good, but not to the detriment. Besides, according to requirements of Federal State Educational Standard of compulsory education modern teachers bring up not just an intelligent person, but the personality capable to be guided in modern conditions, to define the purpose and tasks promoting its achievement, the one who is capable to think and be unconventionally ready to adoption of the considered decision motivated and ready to training and self-development throughout the life.

The most effective type of educational activity in this case is research activity, and for younger teenagers - educational inquiring activity. Educational inquiring activity is specially organized, cognitive creative activity of stu-

dents which structure corresponds to scientific research, with its characteristic features – purposefulness, activity, concreteness (objectification), motivation and consciousness. Implementation of a educational inquiry helps to create informative motives and research abilities.

Educational inquiring activity can change a way of perception of information and thinking of school students, trains to ask the correct questions that will allow being successful at any activity as educational, and out of school. In the traditional system of training the main attention is paid to subject contents (what to learn?) and to formation of skills (how to carry out activity?), at the same time students often do not understand in what life situations they can apply the received knowledge and skills (why it is the nobility to us?). We are of the opinion that planning of training with a support on internal personal motives will be the most effective:

- 1) it is necessary to begin training with the question “what do I need it for?” which will help to show the importance and applicability of a training material and modality of action in life situations;

- 2) to achieve the goal, it is necessary to understand “how should I act?”, it will help to define the most effective modalities of action;

- 3) the gained knowledge will be a mean and result training (what?) [3].

Training of educational inquiring activity can be correlated to training of independence of school students as at the initial stage a pupil together with a teacher sets the purpose and tasks, plans, chooses necessary methods and modalities of action, and conducts an inquiry (it corresponds to a reproductive imitative type of independent activity). The second stage assumes big independence of a pupil at goal-setting, planning, implementation and the analysis of results of educational inquiry, and a teacher plays a role of a consultant-tutor (reproductive and imitative independence). At the last stage students can initiate and carry out inquiring activity within educational process (creative independence) [4].

For the effective organization of educational inquiring activity in 5-6 forms it is necessary to consider a number of psychological and pedagogical features which correspond to this age: readiness and ability to expand the knowledge, ability to define personal and significant educational tasks and to find ways of their decision, adequacy at estimation of the results, the aspiration of students to plan the individual educational path, development of educational and informative activity in the course of educational activity, need of communication with peers and interest in their assessment (at this age it is important to focus attention not only on a self-assessment, but also on mutual estimation), formation of theoretical and critical thinking, purposeful perception and ability to concentrate attention.

The methodology of organizing educational inquiry includes the needs of society and the individual students, which determine the purpose of the methodology, principles of organization and training of educational inquiry,

organizational and psychological and pedagogical conditions for effective student activity ensuring the achievement of the goal, and a diagnostic component. The methodology is characterized by the integrity of interrelated components and adaptability to various manifestations of external conditions [5].

In order to ensure functionality, efficiency, and appropriateness of conducting inquiry in the educational process, the methodology has been developed that describes methods and methods of teaching and conducting educational inquiry at lessons of English, and methodological recommendations for teachers on work and assessment. Formation of educational and cognitive competence of students through educational inquiry is possible with strict adherence to organizational and pedagogical conditions that have organizational and content character.

The organizational component involves the phase-gate organization of activities of all participants in the educational process, the development of a procedure for teaching inquiring activities, a procedure for communicating to students and their parents informing on the order of inquiring activities, a methodological guide that contributes to more effective organization of educational inquiry at the lessons of English.

The content-related component involves determination of the approximate content of educational inquiry, development assignments that make it is easier to work on educational inquiry at different stages, implementation of the process of internal and external moderation, organization of a situation of success and a psychologically comfortable environment for students that requires appropriate teacher behaviour, and availability of a reflexive component of students' assessment activities at different stages of educational inquiry.

The efficiency of the content and the organizational basis of the organization of educational inquiring activity of younger teenagers in 5-6 forms was tested in the course of experimental training, which took place in three stages and can be estimated, having carried out the complex psychological and pedagogical analysis in the following parameters:

- level of motivation of students;
- orientation on acquisition of knowledge;
- relation of students to a self-assessment, mutual assessment and teacher's assessment;
- level of concentration of attention;
- degree of formation of theoretical and critical thinking.

As a result of observations and conversations with the participants of the educational process, aimed at identifying the effectiveness of teaching methods of inquiry, we can talk about the positive impact on the formation of the educational and cognitive competence of students and the need to apply it in the school educational process.

The data show that at the initial stage of experiential teaching, the indicators of the control group mainly exceeded those of the experimental group. At the second and third stages, these indicators increase. Summary diagrams of linear distributions demonstrate an increase in values from the first stage to the last in the experimental group. The above describes a positive influence on the organization of inquiring activities at the lessons of English.

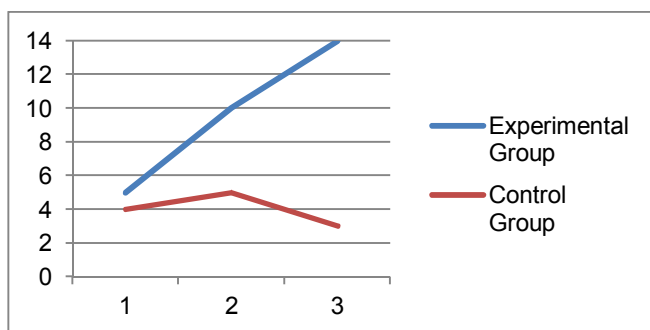


Fig. 1. Level of motivation of students

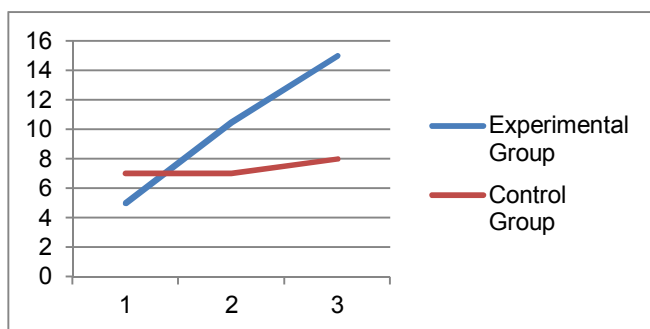


Fig. 2. Orientation on acquisition of knowledge

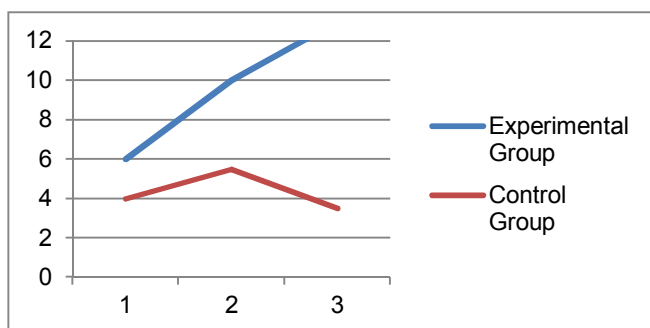


Fig. 3. Relation of students to a self-assessment, mutual assessment and teacher's assessment

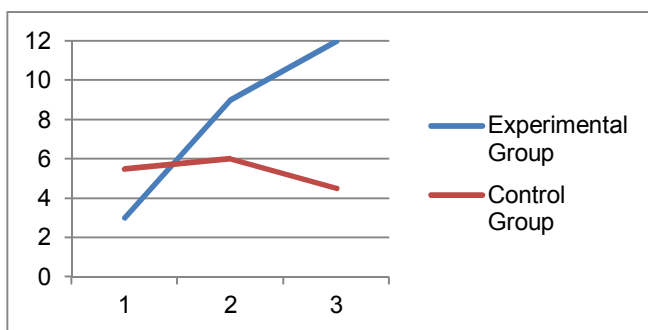


Fig. 4. Level of concentration of attention

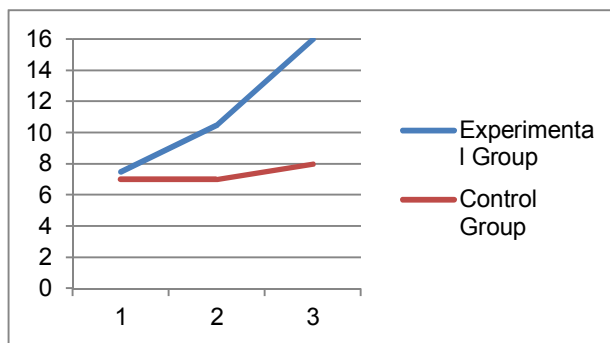


Fig. 5. Degree of formation of theoretical and critical thinking

It can be concluded that the organization of inquiring activity contributes to the formation of educational and cognitive competence of younger teenagers that is shown available stronger motivation than peers who are not trained by this methodology, a high level of concentration of attention, the development of critical thinking, the focus on the acquisition of knowledge, positive attitudes to the assessment of the teacher and classmates, as well as self-assessment.

Conclusion

Recently, the interest in the possibility of introducing and using inquiring activities in the learning process has increased. It is connected with the changes of the society and the process of education and training itself. In the conditions of information and communication society relationships and interaction between students and teachers is different compared to the XX century. Emergence of different approaches to training promoted establishment of the reasonable pedagogical concept of a competence-based approach and student-centered developmental training. It has defined current trends in de-

velopment of the process of training which cornerstone competence-based approach and cross-disciplinary character is.

Training of educational inquiring activity can help students “to learn to study” not only at school, but also during all life, to initiate, plan, to realize and estimate results of any activity competently that conforms to modern requirements of society to graduates of schools. Thus, the gained knowledge, skills (which traditionally were considered as the training purpose) become means of formation of students as persons, active and creative, capable to make decisions, to be responsible for the choice and to carry out a reflection of the activity.

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Information about the authors:

Bezukladnikov K.E. – D. Sc. (Education), Professor at Faculty of Foreign Languages, Perm State Humanitarian Pedagogical University (Perm, Russia). E-mail: konstantin.bezukladnikov@gmail.com

Melekhina E.S. – Ph.D. student of Foreign Languages Faculty at Perm State Humanitarian Pedagogical University (Perm, Russia). E-mail: ekaterina.melekhina@mail.ru

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DEVELOPING MASTER'S STUDENTS SCIENTIFIC COMMUNICATION SKILLS IN THE RUSSIAN AND ENGLISH LANGUAGES: MODEL, CONTENT, EXPERIMENT

N.I. Kolesnikova, Yu.V. Ridnaya

Abstract. The article considers the problem of forming and developing master's students scientific communication skills in the Russian and foreign languages. The authors focus on the culture of written scientific speech, performing accumulative and transmitting functions, which is complex, but is especially important for cultivating and developing learners' personality. The topicality of forming and enhancing genre competence as an important component of professional communicative competence is emphasized in the article. The authors propose courses for students in order to develop the competences at master level. The courses "Scientific Speech for postgraduate students" in Russian and "Foreign language (English)" are designed in accordance with learners' communicative and activity needs and the requirements of the Federal State Educational Standard of Higher Education. The principles being methodological basis of the course are described. The content and topics to study in the framework of the courses are given in detail. The methodology used involves the use of typological models of scientific genres and *Intergenre Model of Scientific Text* that includes invariant and universal components corresponding to the stages of communicative and cognitive activity of a scientist: case - problem - idea - hypothesis - argument - conclusion. The results of an experimental course teaching are presented. The effectiveness of the proposed methodology is confirmed.

Keywords: Russian and foreign language; master's students; scientific communication skills; typological models of scientific genres; intergenre model; subgenre.

Introduction

In the context of the increasingly globalized world, to succeed in professional and scientific activities, a modern graduate of a master's program must have not only specialist skills, but have good communication skills allowing to conduct research on the basis of domestic and foreign achievements, to share ideas and experience with colleagues, to publish articles and give presentations.

Moreover, Masters of Engineering, Economics and Humanities programs, must know how to use abstracts, periodic publications and reference books in their fields. They must be able to organize data and summarize information, to describe experiments, to prepare reviews and reports on issues in professional area. They must be able to edit, summarize, review texts, in other words, they should master written and oral genres of scientific information.

Thus, developing scientific communication skills, both written and oral, is becoming an important component of professional training at universities in Russia. It is a crucial issue, so instructors and lecturers of History, Philosophy, Law, Psychology, Economics, Social Sciences and Engineering and Technology try their hands at developing teaching guides and running courses teaching how to write scientific works of various genres. These are educators who are involved in education process checking up and marking course works and summaries, and supervising research activity of postgraduate students. The drawback of the teaching manuals and guides is their focus on the work format and the procedure of its defence rather than forming and/or developing *linguistic, stylistic, text, genre* competences of postgraduate students in scientific sphere of communication.

The development of genre competence in scientific sphere of communication has a huge impact on the formation of a specialist as the language personality and is the cornerstone of his/her professional competence.

There is a growing body of literature that recognizes the importance of mastering scientific genres that tends to be the basis for the language personality to feel competent in professional area and feel confident at any stage of continuous education, to learn independently, to develop creative abilities [1-5].

Consider one more incentive to master scientific genres. There is a growing tendency for international contacts in social and political, economic and cultural areas to expand and deepen. Hence, to be integrated successfully into the world scientific and professional community, a specialist should have a good command of English, which performs many functions to date: the language of international communication, a tool for searching and receiving new knowledge, a keeper of information in the World Wide Web, a working language of many international conferences and the language of publication in most foreign scientific journals. Besides, the fact that the English language is considered to be a necessary condition for a successful entry of an individual into the world's economic, political and cultural areas, in the context of multilingual teaching, teaching scientific communication skills in English is the developing skills in the language of worldwide communication used for overcoming interlingual and intercultural barriers in the globalized world [6].

Publication of research findings in English in foreign periodicals, indexed in information-analytical systems of scientific citation, opens up opportunities for the realization of students' and specialists' potential and participation in solving urgent problems of the international scientific community. Also, increasing the publication activity and quality of publications requires a Master to demonstrate the genre competence in a foreign language, in English in particular, that is to know the peculiarities of the English scientific discourse and the models of relevant scientific genres.

Moreover, the Federal State Educational Standard of Higher Education requires a graduate of a master's program to be able to generate a number of

written and oral scientific genres in Russian and English in the framework of research activity.

Thus, a genre approach to teaching the Russian and English languages at master level is of great importance. According to the genre approach, the process of text-building involves not only the selection of lexical, grammatical and stylistic units and considering extralinguistic factors but the selection of a genre as a real unit of communication [7] corresponding to its goals.

Under these conditions a Master has to have a good command of foreign language, in which it is hardly possible to form the skills that had not been initially developed in the native language [8]. Fyodor Dostoyevsky wrote that "only after acquiring initial material, that is the native language, we are able to master a foreign language, not earlier" [9: 8].

However, the analysis of current text books and teaching manuals and guides for master's students shows that they do not take into account the learners' needs in mastering genres in a foreign language which is necessary for research activity.

Thus, the need for real mastering a foreign language that has significantly increased in modern education and society, the need for increasing the publication activity and the quality of scientific publications, the requirements of the Federal State Educational Standard of Higher Education to professional training of Masters of Engineering and Technology programs, on the one hand, and the lack of a methodological model of teaching aimed at forming the genre competence of Masters of non-linguistic programs to make them feel competent implementing discursive activities in a foreign language (English), on the other hand, determine the relevance of this study.

Methods

The scientific and theoretical background of the study is composed of findings of domestic and foreign linguists, psychologists, philosophers, educators, methodologists. Moreover, the article is based on the principles, methods and techniques relevant to the modern methodological theory and best practices for the development of students' scientific communication skills and speech culture. The authors rely on the most important philosophical statements on the social and pragmatist nature of man, on the unity of empirical and theoretical approaches to scientific research and training.

The main methods used in the study are the *experiment*, *observation* of the process of students' mastering various scientific genres, *the study of best practices* for teaching Speech Studies and Rhetoric in Russian and foreign languages; *modeling* of scientific texts and their genre varieties (creation of educational schemes or algorithms); *theoretical analysis* of linguistic and methodological literature and the existing classifications of scientific genres, written academic and scientific texts of different genres produced by

students of non-philological programs at Bachelor's and Master' levels; *synthesis method* that involves combining genre classifications into a single educational and methodological system; *comparison method* that allows to establish similarity and difference in communicative and activity needs of Russian students of different programs (Engineering, Humanities, Economics, etc.); *questionnaire method* used for questioning undergraduates, graduates, postgraduates, as well as lecturers of Speech Studies and special disciplines in order to confirm / disprove the assumptions considered in the study; *statistical method* used for the analysis of texts of higher school textbooks on the Russian Language and Culture of Speech, EFL textbooks, *processing data* obtained in the study, and the results of questionnaires.

The dominant principles of forming genre competence in scientific communication sphere in English are as follows: the principle of comparative learning and teaching, native language effect, cognitive principle, individual study, visibility principle, principle of scientificity, intrinsic motivation, field of study effect, interdisciplinary and integrated learning, module teaching, communicative approach, ICTs in teaching and learning, andragogical approach.

While developing the teaching model of forming genre competence, there were considered the following factors: special characteristics of developing master's students communication skills, engineering cognitive style of master's students of engineering programs, the algorithm of forming genre competence evolving gradual stages of work to teach master's students how to create various scientific genres in a foreign language, the typology of exercises aimed at learners' mastering secondary and primary genres and taking into account peculiarities of creating these genre varieties in English.

Notion of a primary scientific genre was offered by Bakhtin who was the first to distinguish between primary and secondary genres. According to his classification, primary genres are those that are formed actually in communication. Secondary genres by Bakhtin are the synthesis of primary ones that are transformed losing their reference to reality and are kept as a part of compound (secondary) genres [7]. As for scientific communication, scientific genres are divided into primary and secondary genres in accordance with the principle of information exposition that is reflected in opposition "primary data vs analytic and synthetic processing". So, primary scientific genres are those that contain or present information / data / findings obtained as a result of scientific research (e.g. scientific report / paper, thesis / dissertation, abstracts for a conference, etc.). Secondary scientific genres are the products of analytic and synthetic processing of primary scientific texts (e.g. summary, abstract to paper, review, etc.). Furthermore, they are obtained as a result of analyzing, paraphrasing, compressing, summarizing and other cognitive activities aimed at the transformation of primary text information.

An experimental teaching was conducted to evaluate the effectiveness of the developed methodology for forming foreign language genre compe-

tence in scientific communication sphere of master's students. The foreign language genre competence in scientific communication sphere is considered as a scope of knowledge about stylistic peculiarities of a foreign scientific text and a variety of genre models; developed skills of creating different scientific genres in a foreign language in accordance with communicative task of intercultural scientific communication using appropriate linguistic and stylistic means. The experiment was carried out in groups of master's students of engineering programs at the faculty of Radio-Engineering and Electronics (Novosibirsk State Technical University, Novosibirsk (NSTU), Russia). The analysis of data received as a result of testing the experimental and control groups was carried out using the Mann-Whitney U-test [5].

Results and discussion

According to the life-long learning concept, the postgraduate level is a stage for forming, developing and extending learners' specialist scientific worldview, for sharpening self-development and self-study skills. It is the stage when students are ready for continuous enrichment of their individual potential. It is the stage of professional opportunities and realization in profession and carrier.

Master's students are supposed to be the category of learners who consider the master's thesis a spring-board for doing research at postgraduate level and defending consequently the dissertation for Candidate of science degree. So, to achieve the goal, we propose the course "Scientific Speech for postgraduate students". The course is developed and run on the basis of the following dominant principles:

1. Linear-concentric teaching and learning (Graduality principle). We suppose that learner's mastering scientific and academic genres at master level is much more successful provided it is preceded by forming and developing genre skills at high school and undergraduate levels in the framework of the module "Scientific Speech".

2. Intrinsic motivation principle and learner's needs. It is obvious that a university course "The Russian Language and Speech Culture" cannot fully meet the communicative and activity needs of postgraduate students. It is caused by motivation and purposive factors.

Unfortunately, most first-year students do not consider the perspective of Master's or Candidate's thesis defence. They think that some material of the course is ahead of time and boring. However, if there is no course like that in the curriculum at undergraduate level, master's students address a lecturer with a request to start with secondary scientific genres, e.g. summary, abstract, etc.

We discovered the needs of beginning researchers having studied the messages from the Internet forums for postgraduates [10]. Let us cite some

of them: “Once I bring my adviser a draft of my article, he crosses it out, saying that the text is written not scientifically” or “The results of the latest meeting with my research adviser are as follows: he says that there will be a conference soon and I must submit an abstract for the conference. The communication ends on this. I am in a puzzle. Some requirements to the abstract format are given in the entry submission (number of pages, spacing, font, etc.). There are some questions. Is the title page required? Actually, the title page is needed everywhere... but... who knows? Is the reference list applied to an abstract?” (The final question caused heated debate on the forum. - *N.K.*).

How do textbooks take into account communicative and activity needs of postgraduate students? The analysis of current textbooks and teaching manuals and guides shows that these materials are developed by lecturers of Social Sciences, History, Psychology, Philosophy and mainly contain theoretical knowledge. The textbooks cover the following topics: the process of preparation and defence of dissertation, new documents defining the procedure of conducting research and defending Candidate’s and Doctoral dissertations, the basics of methodology and philosophy of science, a computer as a tool for writing thesis, “the technology of ‘getting into’” foreign scientific periodicals. The textbooks do not prepare for research work, they do not teach how to write articles and the text of dissertation. But an individual learner’s experience seldom helps develop good writing skills.

To meet the communicative and activity needs of postgraduate students, the textbooks devoted to language and style of dissertation should be developed and published. These textbooks should be aimed at developing genre competence, teaching communicative and pragmatic (content-semantic) structure of a scientific text, teaching structural models reflecting the direction of cognitive activity of a scientist, metatextual organization of scientific information, rhetoric of scientific communication, developing presentation skills, skills of holding a discussion in scientific community.

We consider that the main task for master’s students in this case is to master core genres: abstract for a conference, article / paper and dissertation. They also have to extend their knowledge about some subgenres, e.g. abstract for dissertation, indicative writer’s summary, summary - keywords, etc.

3. Taking into account the field of study. While teaching master’s students in Russian, it is relevant:

- 1) to give lecturers and practical classes;
- 2) to take into account students’ field of study.

The results of master’s students’ questionnaire underline the necessity of practical training using topics of a major subject.

4. Student-centered learning. Teaching a student how to edit a scientific text aims at developing his / her communicative competence. The process of editing involves a mature and thorough reading and learner’s self-evaluation of the generated scientific text on the basis of style and

genre norms. This kind of work allows forming a sense of author's responsibility and respect for scientific community as an addressee. The variety of students' interest and their errors in a scientific text do not let a lecturer spend most part of a lesson doing this kind of work, so tutorials can help solve this problem.

5. ICT in education. Master's students can receive materials for home and individual work using e-mail service. A computer used by students is an additional means for electronic text editing in this case. But the use of the spell checking feature of a word processor not always helps learners type stylistically correct texts. According to master's students, this feature is usually switched off as it disturbs students. So, students can use online dictionaries and recourses to edit their scientific texts.

6. Teaching optimization. It is necessary to consider three issues to optimize teaching process:

1) Position and role of the course "Scientific Speech" in the curriculum at master level.

2) Content of the course.

3) Course correlation in accordance with different number of credits earned by students of different engineering programs at different faculties.

The conducted experimental teaching showed that it is relevant to include the course "Scientific Speech" into the first year curriculum at master level. The content of the course is described below. The practical module of the course is mainly devoted to drafting and editing the introductory part of dissertation.

7. Cultivating personality. Forming professional communicative competence at master level must be aimed at cultivating personality by means of linguistic and stylistic repertoires. The educational synergetic effect can be achieved through the integration of teaching, developing and cultivating personality.

Postgraduate students of engineering programs are future university lecturers of specialist disciplines. Considering the fact that they do not study pedagogical disciplines to be prepared for teaching activity, it is important to pay special attention to cultivating personality of a future scientist and educator. They are those who will represent the national and Russian education in the nearest five decades. So it is important to pay special attention to fostering and encouraging the following learner's attitudes and beliefs:

- respect for a scientific adviser;
- goodwill and respect for colleagues and students;
- modesty, self-discipline;
- spirituality and moral attitude to the world;
- civil (patriotic) worldview;
- responsibility for their research to themselves and to society; scientific and work ethics (do not harm), humanity and honesty;

- tactful behavior during scientific disputes and discussions, an ability to listen to and respect other people's point of view, culture of oral and written peer-reviews.

Comprehension of ethical experience of previous generations, cultivating patriotism and national pride in the achievements of Russian science can be realized using the texts about brilliant scientists of the past and the present, their messages to the youth. It is a lecturer's responsibility to build the learning process so that spirituality and morality will become the need for self-development of an individual. To perform the task it is important to attract learner's interest to the moral and ethical aspects of the course.

Experimental teaching of the course "Scientific speech" showed that it is possible to fully solve the problem of forming genre competence of master's students under the condition of continuous language education, including the pre-university and university levels of study. Also, it is essential for educators to distinguish the dominant principles and design an integrated educational program that ensures the continuity in training at each level of study [4].

Let us describe the topics discussed in the framework of the course "Scientific speech for postgraduate students" in the Russian language.

- Functional speech styles. Scientific style of speech. History of scientific style in Russia (a brief review).

- Functions of scientific style and its characteristic features.

- The main features of the scientific style. Substyles and corresponding subgenres. Sublanguages.

- Language of science. The use of elements of different language levels in scientific speech. Scientific terminology.

- Methods of information presentation in scientific text (description, narration, reasoning, definition, recount). Reasoning as an argumentative type of speech. Varieties of reasoning (i.e., pure reasoning, evidence, argumentation, exposition, validation).

- Structure of "narrative", "argument", "descriptive" paragraphs. Structure of "narrative", "argument", "description" micro-texts.

- Means of connection in scientific text. Two types of text content (elaborated and summarized). Variable repetitions as a means of scientific text organization.

- Requirements to a title. Citing styles.

- Categories of a scientific text (interlocutory, hypothetical, authorization, intertextuality, continuity of knowledge, evaluation, accentuation, etc.).

- The main properties of scientific text (connectivity, integrity, logic). Scientific text as a reflection of stages of a scientist's scientific and cognitive activity. Intergenre model of scientific text.

- Genres of scientific literature. Genre variety of summaries and abstracts.

- Notion and definition of a summary and summarizing. History of abstracting. The summary as a brief statement that gives the main idea of a primary text. Function and types of summaries. Bibliographic, popular science, academic and scientific summaries. Requirements for a summary. Summary and abstract. Abstract as a type of compressed characteristics of a primary text, its structural and linguistic features. Resume. The typical plan of a review of a scientific work (a subject of analysis, a relevance of the topic, an outline, a statement of the main thesis, an overall assessment, drawbacks, shortcomings of the work, conclusions).

- Dialogical genres of oral scientific speech (scientific discussion).

- Culture of oral discussion (oral review).

- Scientific research, its types (theoretical and applied) and stages (problem statement, data collection and data analysis, hypothesis, dissertation formatting, defence). Arrangement of research findings. The requirements of Higher Attestation Committee to the language and style of dissertations.

- The structure of a thesis and its components (Title Page, Content, Introduction, Chapters and Sections, Conclusion, Reference, Appendices, Index Terms).

- Format and content features of the master's research. Methods of compression of the thesis text. A typological model of a thesis as a genre. The subgenre 'Introduction to Thesis' as the text about the basis ideas of the research and a secondary text. Structural characteristic of the thesis components and their function in the introduction. Methodological structure of the introduction of a scientific work. Drafting, editing and writing the introduction of a thesis.

- Harmony of a scientific text. Stylistic uniformity of fonts, wording, headings and subheadings. Citation and bibliography formats (in-body citation, footnotes, etc.)

- Procedure, language and speech peculiarities of thesis defense.

- Model of report / presentation on the theme of the master's thesis during public defense at State Attestation Commission meeting.

- Etiquette of public defense of a scientific work. Speech behavior of an applicant in accordance with the communicative task (presentation of the content, persuasion of opponents, expression of agreement / disagreement, gratitude, culture of answering questions) [11].

In addition to the course in Russian mentioned above, we propose a course in English aimed at developing genre competence in scientific communication sphere in the frame of a master's program. The course "Foreign language (English)" is included into the curriculum at master level.

Before developing the course, need's analysis among master students was conducted. To define highly demanded scientific genres and the most important communication skills for a modern specialist in scientific sphere

in a foreign language, a survey was conducted among the 1st year master's students of engineering programs at NSTU, Russia. Besides, the survey was aimed at obtaining data on master's students' self-assessment of English scientific language functions. It is recommended to carry out the survey like this regularly in order to diagnose current student's communication and activity needs in a foreign language for the purpose of further revision of the course and its redesign, if it necessary.

It is worth mentioning that a steady change in the requirements of the Federal State Educational Standard of Higher Education to graduates of current master's programs in engineering causes regular 'update' or 'reset' of courses.

The master's students surveyed are normally asked to indicate whether a certain communication skill in English is "very important", "not important", "difficult to answer" for a modern specialist. It should be underlined that these skills form a group of scientific writing skills. The students were also asked to indicate their level of proficiency in scientific genres in English according to a 5-point scale. The results of recent survey are as follows:

- most master students surveyed – 84% and 80% consider the skills "writing a full paper" and "writing abstracts for a conference" respectively to be "very important" for modern specialists;

- the skill "to write a resume" is evaluated as "very important" by 64% respondents;

- 70% of the master students rate as "very important" the following skills: "writing an abstract to paper" and "writing a summary";

- the lowest figure (42%) is the number of master's students who consider the skill "writing a review" to be "very important";

As for master's students' self-assessment, the figures obtained are as follows:

- 62-74% of the respondents tend to rate from 3 to 5 the skills, for example "writing abstracts for a conference", "writing a full paper", "writing an abstract to paper", "writing a summary", and "writing a resume";

- the figures show that the skills "writing a full paper" and "writing an abstract to paper" had not been mastered by 38% and 54% of respondents, respectively, who rated these skills as 1 and 2 points.

Thus, interpreting the results of the survey described above we can come to conclusion that there is a positive tendency in terms of the skills "writing a full paper" and "writing abstracts for a conference" since more master's students tend to rate these skills as "very important" for a specialist in comparison with the previous study [12]. Moreover, the number of students who evaluate their own level of proficiency in scientific genres in English is higher. Consequently, we can consider the genres of research report / paper and abstracts for a conference to be highly demanded in professional scientific communication.

Consider the methodological background of the course developed. The dominant principles of the course are as follows: (1) The principle of comparative learning and teaching. It is implemented by means of comparative learning of facts and phenomena of foreign and native culture to reveal similarities and differences in terms of language, genres, ethic, etc. (2) The principle of bilingual learning or the principle of learning and teaching based on learner's native linguoculture. According to the principle the knowledge acquired and skills developed in a native language are effectively used by students mastering a foreign language. A lecturer's task in this case is to use a positive effect of the interlanguage interference while teaching. (3) The principle of interdisciplinary and integrated learning and teaching. It implies that the development of communicative competence is accompanied by the extension of informational, academic, social competences and the integration of knowledge from different disciplines.

To form and develop foreign language communicative and genre competences of master's students / masters, we propose to use the *Intergenre Model of Scientific Text* as a cornerstone component of teaching scientific genres in English [13]. The model is based on the cognitive theory and the four-level model of a cogniotype [14]. Teaching genres and text-generating activity, it is necessary to take into account the following theses: 1) scientific communication is aimed at reflecting the process and results of collective study in scientific texts; 2) scientific text possesses universal features of text-building model and provides scientific succession 3) scientific text conveys the mental phases of new knowledge development from problem and hypothesis to conclusion. The developed model contains invariant and universal components corresponding to the stages of communicative and cognitive activity of a scientist: case - problem - idea - hypothesis - argument - conclusion. Moreover, due to the model, while genre-generating activity, a communicant (a master's student or a Master) can easily put the genre components (text-building functional and semantic units of a genre) in the proper order to control the attention of another communicant or addressee. Within the *Intergenre Model of Scientific Text* we distinguish the following subgenres: 1. Topic of Study. Importance of Study. 2. Background of Study. 3. Lack of Knowledge. 4. Focus / Problem of Study. 5. Description of Methods and Techniques, Equipment and Materials, Experimental Conditions and Procedure. 6. Results. 7. Significance of Results / Study.

The proposed *Intergenre Model of Scientific Text* can be considered as invariant and universal as its subgenres manifest themselves in semantic and compositional structure of most scientific genres (e.g. abstract for a conference, abstract to paper, introduction to paper, scientific paper) [4, 5].

As for the course structure, it consists of three main modules: (1) Scientific Literature, (2) International Conference, (3) Scientific Paper. The module structure allows to adapt the course to two- and three-semester syllab-

bus in a foreign language. Let us describe the modules content and communication skills developed.

Module 1 includes the following topics: Language and stylistic features of the English scientific text. Genre variety of English scientific literature. Secondary and primary scientific genres and their genre characteristics. Abstract and summary as secondary genres. Selection of scientific papers on a master's student's study. Writing a summary of a scientific paper. International information-analytical systems of scientific citation. Citation and bibliography formats. Citation Styles in English. Literature review on the topic of study. Writing the subgenre "Background of study" of "Introduction".

Module 2 covers the following topics: International scientific contacts. International conferences sites on a master's student's field of study. Participation in a conference. Abstract submission requirements. Genre characteristics of an abstract for a conference. Writing an abstract for a conference. Presentation skills and useful language. Oral presentation on the topic of a master's student's study. Conducting a scientific discussion and participating in it.

Module 3 contains the topics like these: Semantic and compositional structure of a scientific paper. Selection of a scientific journal on the field of study. Paper submission requirements. Model of a scientific paper. Language peculiarities for formulating: the theme and aim of scientific research, experiment conditions, methods and techniques, results and findings interpretation, tables and graphs labeling, conclusion. Drafting, editing and writing a scientific paper on a master's student's study.

An experimental teaching of the course mentioned above was conducted in the experimental group among master's students of an engineering program at the faculty of Radio-Engineering and Electronics, NSTU. The development of master's students' foreign language communicative and genre competences in scientific sphere was based on the methodology involving the use of the *Intergenre Model of English Scientific Text* while teaching and mastering scientific genres. The experimental results were compared with the results of teaching students of the control group. The experimental and control groups were taught how to write scientific genres in English in accordance with a single syllabus describing final skills and competences graduates must develop. The experimental teaching was conducted on the basis of the following principles: equality in learners' language command at the beginning of teaching, equality in criteria for works assessment. A summary, an abstract for conference and an introduction to paper were evaluated for diagnostic, formative and summative assessment respectively. The analysis of data received as a result of teaching the experimental and control groups was carried out using the Mann-Whitney U-test.

Comparison of the results of teaching the experimental and control groups showed that performance indicators in the experimental group were a bit higher than in the control group after formative assessment. Summative

assessment showed that performance indicators in terms of content, organization, vocabulary and language use in the experimental group were much higher than in the control group that confirmed the effectiveness of the methodology proposed.

Conclusion

At present to be successful in professional and scientific spheres a modern specialist, namely a graduate of master's programs of Russian universities, must have both professional and communication skills. The latter ones must be developed not only in Russian but in English which is a tool for intercultural communication, obtaining new knowledge, means of sharing ideas and findings at scientific conferences, overcoming interlingual and intercultural barriers in the globalized world. Hence, forming and developing professional communicative and genre competences in scientific communication sphere in the native, Russian, and the foreign language, English, at master's level are of great importance. The courses "Scientific Speech for post-graduate students" and "Foreign language (English)" proposed for master's students and designed in accordance with learners' communicative and activity needs and the requirements of the Federal State Educational Standard of Higher Education are meant to achieve the goal. Moreover, the courses are aimed at cultivating learner's personality and developing scientific communication skills that are essential for a successful entry of a master program graduate as a specialist, scientist and educator into the world's economic, political and cultural areas.

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Information about the authors:

Kolesnikova N.I. – D. Sc. (Education), Associate Professor, Head of the Russian Language Department, Novosibirsk State Technical University (Novosibirsk, Russia). E-mail: nkolesnikova@corp.nstu.ru

Ridnaya Yu.V. – Ph.D., Associate Professor, Department of Foreign Languages for Engineering Faculties, Novosibirsk State Technical University (Novosibirsk, Russia). E-mail: ridnaya@corp.nstu.ru

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AUTODIDACTIC ENGLISH FOR INTENDING EFL TEACHERS: A COURSEBOOK STRUCTURE

N. Sergeeva, A. Guzeva

Abstract. The article deals with the problem of structuring a coursebook on English for intending EFL teachers at teacher training universities. Considering the main requirements for their professionally-oriented training in Russia, self-directed language learning readiness is analyzed on the basis of scientific literature on the problem. As one of the possible solutions of the problem the authors of the article suggest using an autodidactic approach to teaching English and share their positive experience in applying it to practice at the Institute of Foreign Languages of Ural State Pedagogical University. The autodidactic approach is based on intersubject coordination, tutoring, individually oriented assessment and heuristic principles and presupposes the realization of three subsequent stages: learning, self-directed learning, and peer-teaching. The application of the autodidactic principles and the stages of the approach finds reflection in the structure of the coursebook on English “Autodidactic English for Intending EFL Teachers” which is given in detail in the article. The coursebook structure is modular, the three basic modules being “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). The main modules are supplemented by “Language Portfolio” and “Assess Your Self-Directed Learning Readiness” modules which help both the teacher and students to plan their interaction and assess the results of their work. 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 both within and beyond the classroom environment.

Keywords: self-directed learning; peer-teaching; self-directed learning readiness; autodidactic approach; teacher training; coursebook structure.

Introduction

What is autodidactic English?

The Federal State Educational Standards for higher education in the field of teacher training in Russia outline basic requirements that identify a teacher as a professional. Among them professionally-oriented self-directed learning readiness is specially emphasized [1]. The given readiness presupposes a number of characteristics listed in the standards in terms of knowledge, abilities and skills - all drawn on the basis of the competence approach to teaching and learning at a higher educational establishment, pedagogical universities included.

Further investigation of the problem revealed a more detailed picture of the requirement. Thus, the analysis of scientific literature on psychology,

theory of education and methods of teaching a foreign language showed that professionally-oriented self-directed learning readiness shall include the following suggestions: a) a person is ready to act only when there is the need and the situation to act accordingly [2]; b) the familiarity with the situation and the previous experience create the feeling of success that moves a person ahead [3]; c) readiness is integrative by nature - it regulates a person's needs, motives, desires, interests, abilities, skills, will and touches upon one's values when fulfilling actions according to the plan and aim set [4]. This integration lays the foundation for a person's professional subjectivity (i.e. the ability to be the agent of one's own action) and independence [5] that leads to the necessity to constantly develop oneself through self-directed, professionally required training. This fact can be described in terms of "autodidacticism".

Apparently the word "autodidactic" originated from the Greek prefix "autos" and the root "didaktikós" meaning "self" and "apt at teaching" correspondingly [6]. The interconnection between the notions of "autodidact, autodidactic, autodidacticism" and "self-directed learning" seems to be evident, though not that clear as to the degree of a student's independence at acquiring knowledge and skills in the chosen field of study. The former presupposes the complete absence of formally organized learning process under the guidance of a teacher [7] whereas the latter is often considered its indispensable part [8]. Being quite common in the field of EFL teaching and learning, the third view, however, claims that students may show different degrees of their dependence on the teacher at this or that stage of language acquisition since the nature of any language as a subject is as such that they have to learn how to work at it independently if they want to be fluent and professional [9, 10].

The cited idea allows us to think over an autodidactic course of English and suggest an autodidactic approach to EFL teaching and learning at pedagogical universities.

What sets intending EFL teachers apart from other students studying a foreign language in higher educational establishments?

First and foremost, they are future teachers of English and are given professional training at teaching the language to different age-range of students. Why not make them have systematic practice in teaching English to themselves (i.e. self-directed learning) and groupmates (i.e. peer-teaching)? Secondly, they have enough time for it. For example, the current curriculum at Ural State Pedagogical University gives intending teachers of English 1,874 academic hours to study the practical course of a foreign language only. This number of academic hours exceeds that of other students getting vocational training in different professional fields by 7-8 times. Thirdly, in addition to speaking, listening, reading, writing as part of a practical course of a foreign language, would-be EFL teachers are thoroughly trained in pho-

netics, lexicology, grammar, stylistics, general linguistics, pedagogy, psychology, methodology etc.

Shall the structure of a coursebook on English for intending EFL teachers be different from the 'traditional' set of structures?

We won't say 'shall' though it *can* be different considering the above mentioned many-sided professional and language training. The structure of a coursebook on English in this case may provide the basis for students' integrating knowledge and skills from two subject areas - Practical Course of English and Methods of Teaching - to apply them to the processes of self-directed language learning and peer-teaching. The latter gives them the possibility to try their hand at teaching within the classroom environment, being still students, not teachers.

The structure of the coursebook in question shall be flexible, i.e. modular, since it shall cater for students' individual needs and interests in the field of language learning, their different degree of dependence upon the teacher's guidance in accordance with their prior knowledge, language level in speaking, listening, reading and writing, and a set of language learning techniques they have at their fingertips. The latter, no doubt, will be constantly growing as well as their level of independence and responsibility for the results achieved and progress made.

For this purpose such a modular structure of the coursebook shall contain practice-oriented methodology-centered didactic materials on how to work at lexical, grammar and phonetic skills and improve one's speech habits in speaking, listening, reading and writing. In other words, these materials shall help intending EFL teachers to understand and know the why, what and how of self-directed - autodidactic - language learning.

Problem Statement

It is possible to effectively facilitate language learning of future EFL teachers by means of making them apply their methodological awareness of language teaching to the process of self-directed learning both within and beyond the classroom with the help of a specially structured course and a coursebook.

Research Questions

What approach to a foreign language teaching and learning proves to be effective when working with intending EFL teachers?

What are the restrictions of the chosen approach: the course of study, students' language level, and class organization?

What are the basic principles to be taken into account when designing a coursebook on English for intending EFL teachers?

Purpose of the Study

The purpose of the current research is to theoretically prove the applicability of an autodidactic approach to a foreign language teaching at pedagogical universities and develop the corresponding structure of a coursebook on English most suited for intending EFL teachers.

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 three subsequent stages of the research were carried out in 2015-2019.

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

The practices-search work (2017-2019) was organized at the English Department of the Institute of Foreign Languages in Ural State Pedagogical University, Yekaterinburg, Russia, and included direct observation and preliminary testing of students' self-directed EFL readiness. Then followed the experimental training itself which led to further testing and direct observation of the skills formed as well as to the development of a coursebook entitled "Autodidactic English for Intending EFL Teachers".

The result analysis (2019) was realized by means of methods of mathematical statistics to make the obtained results valid and reliable.

Findings

The autodidactic approach as a proposed approach to EFL teaching and learning at pedagogical universities

Considering the above mentioned peculiarities of training future EFL teachers, we suggest applying an autodidactic approach to their professional training in foreign language habits and skills.

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

This self-directed EFL learning readiness is based on students' 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 their own positive experience when teaching and peer-teaching. Thus, it is the given readiness that makes a student an autodidact to a greater or lesser extent. And it is this readiness that gives the name to the approach and the corresponding coursebook.

The methodological basis of the autodidactic approach can be traced to the student-centered and activity approach by I.A. Zimnaya [11], the integrative-differentiative approach by A.V. Gvozdeva [12] and the contextual approach by A.A. Verbitsky [13].

The restrictions of the developed autodidactic approach

First and foremost, the autodidactic approach is designed for intending EFL teachers at pedagogical universities, though we do not say that it cannot be modified and used for teaching English and other foreign languages to different categories of students.

Secondly, the preferable language level is B1 (or higher) since it gives students certain independence and confidence in using the language to satisfy individual needs and interests by means of self-directed learning. However, we admit that the approach may suit less proficient students under the proper guidance of a teacher.

Thirdly, class organization and its stages shall reflect the basic cycle of the autodidactic approach, i.e. "LEARNING - SELF-DIRECTED LEARNING - PEER-TEACHING". At the LEARNING stage students' language learning shall intermingle with a teacher's methodological input on how language teaching and learning work according to the following organization scheme: engaging - the 1st methodological input (presentation) - language learning - the 2nd methodological input (copying with individual difficulties) - language learning - the 3d methodological input (reflection and setting objectives for out-of-class self-directed language learning). At the

SELF-DIRECTED LEARNING stage students work on their own out-of-class according to individual objectives set under the guidance of their teacher. The organization scheme involves the steps: identifying individual difficulties in language learning - setting objectives - finding the necessary material - selecting methods and techniques for training - training itself - reflection and evaluation. At the PEER-TEACHING stage students are given 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. This kind of interaction with their groupmates shall be considered a student's methodological output (compared to the teacher's methodological input at the learning stage) since students share their independent experience of language learning in mini-groups, i.e. to 3-4 other students.

The basic autodidactic principles and their application for the development of a coursebook structure for intending EFL teachers

Autodidactic English is an autodidactic course of English based on the autodidactic approach to EFL teaching and learning at pedagogical universities. Autodidacticism in our case implements the idea of learning by teaching: "First teach yourself to study a language then you will teach others".

The basic autodidactic principles (intersubject coordination, heuristic, individually oriented assessment, tutoring) of the approach and its stages (learning, self-directed learning, peer-teaching) find their reflection in the structure of the coursebook that supplements the course of study itself. Thus, the structure of the coursebook "Autodidactic English for Intending EFL Teachers" consists of three main units (or modules): Autodidactic Awareness, Brush up Your Study Skills, Teach and Learn; and two additional modules: Language Portfolio and Assess Your Readiness for Self-Directed Language Learning. The three main modules directly correspond to the three stages of the autodidactic approach reflecting different modes of "teacher-student" or "student-student" interaction within and beyond the classroom environment. A closer look at their content reveals the following peculiarities.

First of all, students are supposed to get the basic part of their AUTODIDACTIC AWARENESS through methodological input under the guidance of their teacher at the LEARNING stage. The corresponding module of the coursebook contains a number of exercises for self-control and, most important, an autodidactic awareness chart where all language aspects (Vocabulary, Grammar, Phonetics) and speech activities (speaking, listening, reading, writing, translation) are listed like this (see Table 1).

As it is seen from Table 1, students' language learning is accompanied by their acquisition of methods of teaching. The two subject areas are coordinated by the principle of intersubject coordination, so intending EFL teachers have a possibility to consult the necessary part of the coursebook when working at this or that language aspect or speech habit in accordance

with individual needs and interests. All theoretical material is presented in the second module “Brush up Your Study Skills” and is given either in the form of tips or exercises presented in an inductive form, for example:

Exercise 1. Please, think over the following issues:

1) *Studying English you’ve already noticed that there’re two different English words to denote one and the same word in Russian «словарь». What are these words? What is the difference in their use?*

2) *When a teacher asks you to write out useful words from a text or a book for extensive reading how do you understand the word “useful” here?*

3) *Do we use all the words that we know when talking or writing to someone?*

4) *Have you noticed that you can recognize and understand many more words when reading a book or listening to someone than you actually use yourself? Why does it happen?*

Table 1

An example of the lexical part of the first module “Autodidactic Awareness”

Topics	Contents	References
Selection of Vocabulary	The notion of Active and Passive Vocabulary Criteria to select active vocabulary Criteria to select passive vocabulary	p. 12 p. 15 p. 16
Semantic Representation	The notion of Semantic Representation Different techniques of semantic representation – implying or not implying translation	p. 19 p. 21
Memorizing Lexis	The notion of Mnemonics Mnemonic techniques	p. 25 p. 26
Practice Activities	Types of vocabulary exercises	p. 29
Testing Vocabulary Skills	Types of test tasks Criteria for testing vocabulary skills Types of mistakes and techniques to correct them	p. 33 p. 34 p. 37

It is only after group or pair discussion that students are given a summary on the points in question, like this (see Table 2).

Table 2

An example of inductively summarized information

Active Vocabulary	Passive Vocabulary
for speaking and writing	for listening and reading
<i>Criteria to select:</i>	
Words shall <ul style="list-style-type: none"> • be stylistically neutral • be frequently used • collocate with many other words • belong to the topics you study • have high semantic value • have wordformation value 	Words can <ul style="list-style-type: none"> • belong to different stylistic layers • be synonymous to the ones you know • be polysemantic • be highly modern

The second main module of the coursebook - BRUSH UP YOUR STUDY SKILLS - accompanies students' work at the SELF-DIRECTED LEARNING stage. Here special stress is laid upon the analysis of their prior language learning experience, moreover, time and again intending EFL teachers are stimulated to draw parallels between methodologically alike areas (e.g. reading and listening; speaking and writing; types of grammar and vocabulary exercises, and testing techniques) on the basis of newly-acquired knowledge about language learning methods and techniques, for example:

Exercise 35. Relying on your personal experience of studying English for years, brainstorm all the possible exercises that can be used for developing grammar skills. Please, make a mind map to graphically fix your ideas.

1) Can you reveal any logical sequence in which it is better to organize the training of grammar skills with the help of the above-mentioned exercises?

2) Recall the preferable sequence of lexical exercises (p. 29). Do you find any methodological similarities between lexical and grammar exercises?

The above mentioned examples prove the realization of the heuristic principle of the autodidactic approach. This principle makes students' 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. The content of the autodidactic approach is spiral: we come back to the material studied and employ it for solving new communicative tasks. In addition to it, the principle of individually oriented assessment allows students' to monitor their individual progress in learning the language, their individual difficulties and achievements, and the efforts spent on achieving the result. The principle is realized with the help of a LANGUAGE PORTFOLIO as a supplementary module of the coursebook "Autodidactic English for Intending EFL Teachers".

Thirdly, at the PEER-TEACHING stage students are encouraged to use the didactic materials of the TEACH AND LEARN module which contain mind maps, algorithms and schemes and serve as reminders of the basic steps one should follow when organizing a language learning process, for example (see Table 3). It is here where the principle of tutoring finds its realization and, in fact, it undergoes double actualization. On the one hand, it stimulates intending EFL teachers to learn the language by actually teaching it to their groupmates in mini-groups; on the other hand, the teacher acts as a tutor to every student and helps to discern individual difficulties in language learning. Moreover, students are specially taught some basic techniques to discern and correct language mistakes.

Finally, all intending EFL teachers shall address the supplementary module ASSESS YOUR READINESS FOR SELF-DIRECTED LANGUAGE LEARNING to evaluate their overall results of autodidactic English learning. The diagnostic materials here are compiled on the basis of the tasks

from a TKT course [14] and a Tech-Pack Collection [15]. Thus, autodidactic English organized on the basis of the autodidactic approach and reflected in the corresponding structure of the course book is proved to encourage students' self-directed language learning readiness.

Table 3

An example of an algorithm for students

Controlled Activities
focus on accuracy, i.e. recognizing and differentiating the form of the grammatical structure and its meaning
Guided Activities
focus on gradual shift from accuracy to fluency, i.e. using the grammatical structure in typical phrases and situations
Free Activities
focus on fluency, i.e. using the grammatical structures in situations of (or close to) real-life communication

Conclusion

The practices-search work shows that it is possible to effectively facilitate language learning of intending EFL teachers by means of making them apply their methodological awareness of language teaching to the process of self-directed learning both within and beyond the classroom with the help of a specially structured course and a coursebook. The obtained results run as follows.

The quantitative and qualitative analysis of the self-directed EFL learning readiness level of 183 intending EFL teachers at Ural State Pedagogical University revealed its positive dynamics. As for quantitative changes, the readiness increased in 78% of the students and ranged from 21 to 34%. Insignificant changes in readiness (from 7 to 14%) were registered in the rest of the study group. As for qualitative changes, students are able to better: 1) select the language material appropriate for study in accordance with their language difficulties and those of their groupmates at both self-directed learning stage and peer-teaching stage of the autodidactic approach; 2) organize the selected material following the rules of basis methods of teaching and learning techniques; 3) discern and correct mistakes in the speech of others and, as a result, in their own speech following basic mistake-correction techniques; 4) assess the quality of their own language work and that of others relying on the criteria given in their language portfolios.

Thus, the autodidactic English structure of the coursebook facilitates autodidactic "knowledge-skills" coordination and its application to solving practice-oriented communicative tasks on a regular basis. It is applicable within and beyond the English classroom environment and is most suited for intending EFL teachers.

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Information about the authors:

Sergeeva N. – D.Sc. (Education), Professor, Head of the Department of Professional-Oriented Language Education at the Ural State Pedagogical University (Ekaterinburg, Russia). E-mail: snatalia2016@mail.ru

Guzeva A. – Assistant of the Department of English Philology and Comparative Linguistics, Ural State Pedagogical University (Yekaterinburg, Russia). E-mail: anna.guzeva2012@mail.ru

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THE PERCEPTIONS TOWARDS THE BOLOGNA PROCESS IMPLEMENTATION: COMPARING RUSSIAN EXPERIENCE TO UKRAINE AND ARMENIA

E.A. Trushnikova

Abstract. The problems connected with joining the Bologna higher education reform has caused many contradictive debates, which continue after more than ten years after the signing the Bologna agreement by Russian Federation. Many researchers paid sufficient attention to the analysis of the Bologna process features. The current study focuses on the perceptions and attitudes of senior academic staff of one University in Russian Federation towards the Bologna implementation. This aspect was chosen in order to conduct the empirical study that involves the opinion of the driving force of the changes connected with Bologna reform, deans of faculties in Higher Educational Institution. The participants of the study, twelve deans in one University, were interviewed and gave their opinion related to this problem. The collected data was analyzed and compared to existing research carried out by the scholars from the post-Soviet space countries, Ukrain and Armenia, in order to find correlations and contradictions in the perceived changes and their outcomes.

Keywords: higher education; higher education reform; educational policy; educational change.

Introduction

The Bologna Process is a highly significant reform that has triggered a chain of national level reforms in higher education [1: 10]. The Bologna Process “has arguably become the most significant and transformative higher education reform process in history” [2: 5]. It was commonly accepted that Russian higher education has radically changed its origin, character and its cultural background, which was formed during post-Soviet period.

The most significant responsibility in coping with the Bologna reform was given to leadership, as driving force to implement and institutionalize change [3]. Leaders, responsible for implementation of the Bologna features throughout Russian HEIs, were deans of faculties in the universities.

Previous research in Russian context did not explain the effects of Higher education reform on the work of this senior academic staff. However, the researchers from Ukraine [4, 5] and Armenia [6] conducted the empirical studies, analysing the perceptions of University staff towards the changes brought by the Bologna reform. The context of Ukrainian and Armenian HEIs can be regarded as similar to Russian system of Higher education, because Universities in these countries shared the same policies and practices as the Russian Federation during the Soviet period. That is why the experi-

ence of other countries can be regarded as comparable to Russian. Through looking at the issues surrounding implementation and the Bologna Process in a variety of contexts, we could build a picture of the issues and opinions, which emerged. The aim of this research was to explore the perceptions of senior academic staff, as driving force to implement and institutionalize change, towards the Bologna reform and to address the findings in comparison with the results of researchers from other countries.

Perceptions of the Bologna Process impact - Post-Soviet space context

This section is focused on the experience of some countries of post-Soviet space, such as Ukraine and Armenia, because they have common roots with the Russian Federation. Their educational systems are similar to Russian, because during a long period of time these countries shared the same traditions and Higher education is not an exception. Both, Ukraine and Armenia, joined the Bologna process in 2005, two years later than Russia, however, these countries were obliged to finish the implementation of the Bologna features by 2010, as well as the Russian Federation [7]. These countries implemented the Bologna reform in a similar way as it was done in Russia that is why they can be regarded as comparable. It was thought to be beneficial to analyse the similarities and differences between the reaction to changes among different countries.

1. Ukrainian context. Kovtun and Stick [4] conducted a study of the impact of the Bologna Process on Ukrainian state institutions. They interviewed members of academic staff in one pedagogical Ukrainian university and divided their attitudes about Bologna Process into three categories: 1) Bologna Process implementation shortcomings; 2) perceived advantages; 3) perceived disadvantages. In the first category they identified: a) centralized administration; b) insufficient training; c) insufficient resources; and d) participants' attachment to the old system. Regarding perceived advantages they mentioned: a) students' increased mobility and employability; b) the development of autonomous learners. Perceived disadvantages included: a) decreased quality of education; and b) loss of tradition.

Regarding the Bologna Process implementation shortcomings, Kovtun and Stick mentioned the challenges connected with the *centralized administration* of higher education represented by the Ministry of Education of Ukraine. In this case academic staff were dissatisfied with the top-down approach, because it suppresses autonomy and motivation of the academic staff. "Lacked clarity, consistency, and precision of instruction" [4: 94], resulted in poor and vague conception of the reform. Lack of explanation was given and supported by orders, regarding the Bologna reform, which again resulted in partially misconception of duties among staff. Moreover, participants faced inadequate understanding of the new processes and high pressure

to implement changes in the context of structure, curricular and methods of assessment. Some of the participants claimed that they joined Bologna Process as it was written in the law and the decision of reform and the way to implement it was made for them. The top-down, partially authoritarian way to implement reforms led to resistance among members of staff, was risky to use, as it could cause failure of the educational change [8].

As it is clear from the findings [4] as the implementation of reform seemed to be rushed it resulted in *insufficient training*, lacked appropriate planning and training of key staff. Despite the fact that some training classes were organized for instructors of different departments, the effect of this training was not good and it did not help, because responsibilities were not clearly defined.

The results [Ibid.] revealed that *insufficient resources*: financial support and technological equipment negatively affected the implementation of Bologna Process and perceptions of staff towards the reform. The discrepancy between the effort to follow modern higher education requirements and poor technologies and resources resulted in an obstacle to achieve key component of the Bologna Process - the development of autonomous learners. In fact, the authorities of HEI faced need to expand library resources, improve access to the new technologies. The development of independent learning skills, including self-reflection and self-assessment was perceived as dependent on these resources. Unfortunately, issues connected with funding resulted in negative perceptions of academic staff.

Participants' attachment to the old system has been revealed by the Ukrainian researchers [Ibid.] as essential barrier to the successful implementation of higher education reform. The interviewees expressed fear that new coming changes and system transformations would ruin national traditions and values. In fact, the staff was worried because during the implementation no attention was paid to the culture of organization and its traditions. Moreover, some of the participants were straightforward, stating that new Western system destroys Ukrainian education and damages previous approaches. However, some participants showed their readiness to improve in order not to loose the best achievements of their national education. These results can be regarded as change of habitus [9], and that is explanation of such negative perceptions of academic staff. *Loss of tradition*, as participants perceive the situation with implementation of higher education reform, resulted in deprivation of their independent decisions and thoughts.

Decreased quality of education was seen as the major perceived disadvantage of the Bologna Process in results of study of this study [4]. This is connected to the shortage of class hours and a greater emphasis on students' independent work.

In four years Shaw et al. conducted a study of academic staff at a Ukrainian university in a framework of organizational culture in the adop-

tion of the Bologna process. This study investigates the impacts of Bologna Process and perceptions of it in a slightly different way. The ways in which the cultural beliefs and assumptions of instructional staff in Ukraine served as filters for new educational innovations introduced since Bologna were explored [5]. They “paid particular attention to aspects of the Bologna Process that were recognized by faculty as most troubling, and those they found easiest to accommodate” [Ibid.: 992]. They interviewed 40 members of staff, supporting their research with open system model [10] of organization culture and work on the stages of innovation [11]. Their research [5] was based on idea [10], that organizations will develop without providing additional incentives, in the case if their members believe the new directions to be right and compelling.

Moreover, they supported it in a framework of a model [11] of the diffusion of innovation, which includes five characteristics. These included: 1) relative advantage, or the degree to which the new idea is seen as better than its predecessor; 2) compatibility, which is the extent to which it is seen as compatible with current values and needs; 3) complexity, or the perceived level of difficulty involved in understanding or using the innovation; 4) trialability, or the extent to which there is opportunity to experiment with the innovation on a limited scale; and 5) observability, which is the degree to which the benefits of the new idea are visible to others. Conducting their research through these perspectives, Shaw et al. concluded that a top-down implementation of Bologna process in Ukraine often placed faculty in a position of working hard to learn new methods, cope with reforms and innovations. It is important that in Russian context the top-down approach as well was used to implement the Bologna Process. These changes, given hierarchy, the pay structure and the culture of the University, which were imposed on the Ukrainian staff, were more relevant for Western European context. This resonates with situation in Russia, because, features of the Bologna reform were more suitable for the context of European Union [12].

Shaw et al. divided their findings into two parts: 1) ***Faculty beliefs about their professional work*** (including rates at *sources of job motivation*; sources of job satisfaction; sources of job frustration; beliefs about salaries; changing nature of demands; beliefs related to research; beliefs about job security); 2) ***Beliefs about the Bologna process***, where were presented the rates on the *significant changes (positive and negative) brought by Bologna*. Summarizing their findings, it is revealed that 74% of the interviewees are frustrated because of insufficient salaries, 49% feel the same because of lack time for research but the increased pressure to do research, which was mentioned by 85% of staff members. Moreover, 74% of the respondents stated that Bologna process creates a lot of new pressures, 82% are expected to do more research, 59% are expected to do more paperwork and administrative work. However, they mention and positive changes: module system is re-

garded so by 49% of respondents, greater international legitimacy (38%); grading system and greater flexibility both were mentioned as positive by 41% of interviewees. Concluding their study, Shaw et al. state that their findings have a significance in “those contexts in higher education, where efforts at innovation in higher education intersects with strong organizational cultures” [5: 1002].

The results of study of Kovtun and Stick and Shaw et al. correlate in some aspects. The researchers highlight that the reform has been implemented in top-down fashion and the academic staff had to fit into the coming changes. Both these papers admit the change of previous traditions and approaches to providing services of Higher education. Some of the participants in both these studies have negative experience in changing the organizational culture, which was habitual to institutions for a long time. However, these studies have some contradictions, results of Kovtun and Stick revealed negative reaction of the participants towards the effect of European influence on the Higher education system and processes. Meanwhile, Shaw et al. revealed that some of the participants are positive about international legitimacy. The study [4] has more indicators and aspects of the academic staff perceptions towards the Bologna reform, such as the perceptions of more paper work, pressure on the research activities, sources of teachers’ motivation and problems with salary.

2. Armenian context. Karakhanyan et al. [6] conducted a study of eight leading Higher education institutions and how they have adapted to the political directive to create alignment with the Bologna principles. They support the idea that changes in Western Europe are aimed at the improvement of higher education and these changes are doubly challenging for post-Soviet countries with their different traditions in education and political, constitutional, and cultural contexts [13]. The research involved teachers in HEI in Armenia. According to the Bologna Agreement, higher education reform included integration into the European Higher Education Area (EHEA), the construction of a modern model of quality assurance, accreditation, implementation of European Credit Transfer System (ECTS), diploma supplement and three-tier academic degree structure. A questionnaire [6] was meant to explore five concepts: a) change knowledge; b) beliefs about organizational culture; c) beliefs about changes; d) emotions about reforms; e) reflections regarding reform implementation.

Concerning the first concept, *change knowledge*, the results showed that 97.5% of the respondents “agreed with statements suggesting a high capacity to be engaged in the change process and a readiness to build on this capacity” [Ibid.: 77].

A majority of respondents, around 86% mentioned that the meaning of the changes, brought by Bologna Process, is to promote quality of education in its dimensions, such as teaching and learning, management and organiza-

tion and assessment of student achievement. Unfortunately, around 10% of interviewees revealed the absence of any idea of what the reform was about. Moreover, around half of the participants stated that there was a lack of appropriate background for reform implementation and around 16% mentioned the insufficient awareness of the reforms. In this case, the results of Kovtun and Stick correlate with the findings of Karakhanyan: academic staff face the lack of information, guidance on reform, lack of clear policy directives and experience unclear picture of the reform aims. Smaller number of respondents (14%) mentioned that academic staff are not ready to face the challenge and do not have relevant competence knowledge and skills for this. Some of the interviewees (13%) mentioned the fast pace of the reforms and a neglect of previous traditions, which were also mentioned [4]. Supporting their Ukrainian colleagues [4, 5], Karakhanyan et al. found that a quarter of the participants are not satisfied with curricular changes and claim about their inefficiency. Armenian HEI faced the reduction of face-to-face hours and neglecting some important subjects for some specialties, which is similar to Ukrainian and Russian situations. In addition, 62% of the respondents believe that the approaches promoted by Bologna do not fit well with the existing system, as “they are degrading the education provided during Soviet times” [6: 81]. Moreover, 45% of the participants claimed that the Western reformatations brought strong decrease of educational criteria and their standards. As a result, Armenian higher education system faced loss of tradition as well as Ukrainian one.

Regarding *teachers' beliefs and emotions within the organizational culture*, almost 78% of the respondents stated that their organizational environment was unfavorable for reform implementation. Around a quarter of the respondents argued about the incapacity of the top management to handle the on-going reforms, and that reforms were simply being imposed on them adding that they were hardly involved in the reforms process. Academic staff was unsatisfied because they were not properly informed and actors who occupy managing positions barely consulted with them on any policy undertaken. They claim to receive direct orders to implement activities they have little knowledge about. Top-down fashion in conducting reforms and changes is resulted in negative perceptions of staff. However, 86% of academic staff showed the necessity of the reformation of Higher Education, but they represented their beliefs that the previous traditions and practices could be preserved in some way. A small number of interviewees showed the disagreement with the suggestion about keeping Soviet practices. In a case of *emotions about reforms*, 90% of the academic staff expressed their disappointment regarding the change process.

Some of the respondents note the lack of resources, which brings significant issues to the process of implementation of multi-dimensional reform, Bologna Process. Moreover, some of the academic staff, which took

part in a research [6] noted that students are neither ready nor motivated enough to get involved in student-centered education. Summing up these findings and results of Ukrainian researchers, it can be concluded that there are numerous common features and issues concerning this Higher education reform. Unfortunately, the research of this problems is limited, however similarities can be found and analyzed in addition with the experience of the colleagues from Western Europe. In the following chapter the attitude of Russian researchers, policymakers, academics, professors and teachers is going to be analyzed in order to find similar or different features.

Research methodology

The researcher of this study was interested in how senior academic staff in one Russian university perceived the Higher education reform brought by the Bologna Process. The qualitative case study was chosen as methodology approach for this research, because current study was investigating the case of one particular University and the particular program. Semi-structured interviews were used as data collection tool, as it enables to get access to beliefs and perceptions [14] of senior academic staff, as deans of faculties, towards the implementation of the Bologna Process.

The University, which was chosen for this case study, is a big University with 100-year history and rich culture, which gives “classic” education. From the establishment of this University provision of Higher education started in one of the largest region in Russian Federation. There are twelve different faculties, in which all the procedures, practices and policies of the Bologna Process have been fully implemented. The faculties are: Faculty of Mechanics and Mathematics, Faculty of Physics, Faculty of Chemistry, Faculty of Biology, Faculty of Geology, Faculty of Geography, Faculty of History and Political Science, Faculty of Philology, Faculty of Philosophy and Sociology, Faculty of Economics, Faculty of Law, Faculty of Foreign Languages. This University successfully passes all procedures of accreditations, licensing and quality assurance. That is why the experience of this University and its staff is relevant and appropriate in a framework of this research. The study involved twelve participants, deans of these faculties.

Results and discussion

1. Leaders’ perceptions of the Bologna reform and its consequences.

Lack of adequate awareness and training. Most of the participants argued about top-down fashion of the Bologna process, saying that they did not have choice to implement it or not. These results correlate with the findings of the Ukrainian and Armenian researchers [4-6]. Top-down fashion and centralized administration caused heteronomy among academic staff.

The rushed way to implement the reform resulted in insufficient training of the key staff, which as well was noticed in this study and by Kovtun and Stick. Ubiquitous ambiguity in providing information could have been reduced, if obligatory workshops and instructional courses would be arranged for senior academic staff, so they in turn could appropriately inform other members of staff.

Previous system vs the Bologna system. It was revealed in this research that significant amount of professors believed that the Bologna process was not relevant for application to Russian context because of different educational policy ideals, which can be determined by cultural and personal aspects. This tendency was also revealed [6] in their study, and more than half of University staff believed that Bologna did not fit well with the existing system, as it degraded the education provided during Soviet times.

Furthermore, the findings showed that the majority of the participants gave their preference to the previous system. Participants' attachments to old system were also a result of Kovtun and Stick findings, and were determined as a barrier to the successful implementation of Bologna reform. However, the participants of the current study never claimed about loss of tradition and acquired foreign culture, which was emphasized by Kovtun and Stick. On the contrary, some deans were positive about international legitimacy, which was also highlighted by Shaw et al. and the participants were happy to become closer to European colleagues in some aspects, such as academic mobility and ECTS.

Lack of resources. Insufficient resources were one more reason for deans of technical faculties to have negative attitude towards the Bologna process. Ukrainian and Armenian researchers also stated this as a reason for academic staff negative attitudes to implementation of the Bologna. The participants of current research and Ukrainian and Armenian academic staff explained that governments did not provide funding for HEIs for joining the Bologna process. The discrepancy between the effort to follow modern higher education requirements and poor technologies and resources resulted in an obstacle to achieve key component of the Bologna Process - the development of autonomous learners, was noted in current study as well. However, Ukrainian and Armenian studies did not distinguish the types of faculties, which faced lack of governmental funding for high-technological facilities.

2. The Bologna's effect on the work of senior academic staff as professors, researchers and leaders of faculties in terms of new policies and practices.

Motivation of the academic staff. Findings of the current study do not correlate with the findings of Kovtun and Stick and Shaw et al., who stated that issues, connected with the Bologna process, negatively affected the motivation of academic staff. On the contrary, current results showed that deans saved and enhanced their sources of motivation at work by overcoming obstacles. Also, the fact that their motivation was not mercantile, helped them

to cope with changes and overcome obstacles. However, the results of current study correlate with the comment of Show et al. that the most important sources of motivation for academic staff are non-financial.

Everyday work: Research work and audit procedures. The changes in research process requirements the majority of the participants addressed to the influence of originally Russian program, proposed by Ministry of Education and Science. Russian professors did not feel the high pressure on the research process connected directly with the Bologna outcomes, whereas Kovtun and Stick and Show et al. admitted this issue connecting it to the Bologna process outcomes. The pressure existed, but it was not connected with the Bologna process.

Regarding audit procedures, the results revealed dissatisfaction of senior academic staff with the absence of European colleagues involvement in quality assurance procedures. It is important, that no researchers previously mentioned it. That is how professors' expectations of getting impartial assessment by foreign colleague were not met here. However, the results of this study correspond with the findings of Show et al, that participants were frustrated by extensive paper work and bureaucratic part of their job [15].

3. Positive (beneficial) and negative outcomes of the Bologna process: deans' perspective.

Positive outcomes. ECTS was mentioned as a beneficial outcome by some participants during the interview process. Notably, nowhere in previous Ukrainian or Armenian discussion this aspect was mentioned as a positive outcome, from the perspective of staff in HEIs. Advocates of this aspect mentioned that this tool enables better understanding between Russia and other countries, where the system of credits is used. Additionally, it was positive opinion that flexibility of ECTS enables to line up individual educational trajectories that makes education more learner-centered, whereas in the previous system it was impossible.

The possibility of changing the field of education was mentioned as an advantage that was never available in terms of previous system of higher education in Russia. The chance to study another sphere and get Master's qualification in different from Bachelor's professional field. This positive outcome was not mentioned in previous papers of the Armenian and the Ukrainian researchers. Availability of Master's qualifications as a result of in-depth educational programs was admitted by the majority of the participants, seven interviewees. Notably, this aspect was not mentioned in previous research as well. Some participants regarded international legitimacy and closeness to foreign tradition of getting higher education as beneficial result. This aspect resonates only with the findings of Show et al., who also highlighted it as positive outcome, from the perspective of staff in Ukrainian HEIs.

Negative outcomes. The findings of this research revealed that majority of senior academic staff are dissatisfied with the implementation of the institu-

tionalized cycled degree structure. As well the findings revealed dissatisfaction of every participant connected to the shortage of the educational programs for one year and further reduction of curricula. Karakhanyan et al. emphasized this aspect, highlighting that a quarter of their respondents were not satisfied with reduction of face-to-face sessions and important disciplines.

Some participants mentioned decreasing quality of education during the interview process. To this conclusion came both Ukrainian and Armenian researchers. The complex of negative factors: shortage of face-to-face hours and a greater emphasis on students' independent work, formally squeezed curricula and formally updated educational programs, reduction of one academic year from the previous system, reduction of important disciplines in order to fit into four years of education, resulted in decreased quality of the graduates. Moreover, the Governments did not address these factors. The curricula makers were limited by the frameworks to transform 5-year educational programs into 4-year programs. This negative outcome was mentioned in the papers of other researchers.

Conclusion

The key aim of this study was to look at the Bologna process, one of the most significant higher education reforms in a history of Russian education tradition from the perspective of senior academic staff in a Russian university. In this area of investigation regarding perceptions of the Bologna process, there was lack of systematic empirical Russian research. For this reason, the similar experiences of post-Soviet space countries were taken into account, the experiences of the Ukrainian and Armenian professors and academic staff in HEIs. This experience was close to Russian, because these countries are located on the post-Soviet space, as well as Russia, and from the Soviet period countries shared the same roots and traditions as the Russian Federation.

The results of current study correspond with the research of the Ukrainian and Armenian researchers in terms of lack of adequate awareness and training of the leaders of the faculty, noted preferences of the previous system of higher education, admitted lack of appropriate resources.

However, in some aspects current results contradict with the findings of the researchers from Ukraine and Armenia. The current study did not confirm issues with motivation of the academic staff, which were admitted by other researchers; also the participants of this study did not refer the changes with their scientific work and audit procedures to the Bologna process outcomes. Additionally, participants mentioned ECTS as a positive feature of the Bologna implementation, while it was never stated in any of the previous papers.

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Information about the author:

Trushnikova E.A. – PhD student of Faculty of Modern Foreign Languages and Literatures in Perm State National Research University; Teacher of English in Perm State Medical University named after E.A. Vagner (Perm, Russia). E-mail: mishlanovas@gmail.ru

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REVIEW

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Stylistics. A Resource Book for Students, 2nd Edition
by Paul Simpson, 2014. New York: Routledge, pp. xvii + 314,
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...you should never undertake to do stylistics
unless you are interested in language
Paul Simpson 2014: 4

The feature that strikes first is the original structure of the book which is both innovative and flexible. It is built around four sections: Introduction, Development, Exploration and Extension, and that way of organization offers self-contained stages for study.

Section A-Introduction presents the key concepts for the stylistic area of study. In the twelve numbered units of Section A the author leads the reader step by step through the basic terms and ideas and provides one, unostentatiously and reasonably, with an initial toolkit for one's own independent study. That authorized guidance results in a reader's good overview of the whole field by the end of the section.

Section B-Development glimpses bits of new information adding to the reader's knowledge and develops the key ideas which were introduced in Section A. The twelve numbered units in Section B successfully draw together several areas of interest. The authorized promotion results in a reader's good and fairly detailed grasp of the field by the end of the section contributing to one's readiness to start one's own exploration and stylistic thinking.

Section C-Exploration gives a variety of examples of language data and gives a helping hand to the reader guiding one through one's own investigation of the field. The author encourages you to try out your ideas on the basis of the newly acquired knowledge and thinking independently to develop your own thought.

Section D-Extension is designed to offer the reader the chance to compare one's own piece of stylistic analysis with key readings in stylistics. The section invites one to read what other scholars have written on stylistics over the years and offers a wide-ranging selection of relevant readings by some of the prominent stylisticians in the world, thus serving to extend the reader's intellectual and research horizon.

Each Section includes 12 units, which are built in a parallel way as to their contents and place in the arrangement.

The first pages manifest out the author's protagonist attitude towards stylistic as a self-contained linguistic discipline. I fully agree with Paul Simpson here: we should study stylistics to explore the language, to explore creativity in language use and, more than that, to feel the soul of language and its breath.

Unit 11A (p. 42), for instance, draws the reader's attention to *metaphor* and *metonymy* as the two most important tropes, or figures of speech, through which the conceptual transfer is carried out. First of all the term *metaphor* is given a short and none the less precise definition that reads as 'A metaphor is a process of mapping between two different conceptual domains' explained as 'the target domain' and 'the source domain', which are further detailed as 'the target domain is the topic or concept that you want to describe through the metaphor while the source domain refers to the concept that you draw upon in order to create the metaphorical construction'. The author exemplifies his definition by '*She really blew her lid*'. By means of conceptualization of the source domain as 'heated fluid in a container' the metaphor under observation is thought to be represented by the formula: ANGER IS A HEATED FLUID IN A CONTAINER. One might agree to the author that this type of formulation is useful because it abstracts out of the certain linguistic structure of the metaphor its underlying organization (see also: [1: 45]).

The indirect relationship between metaphor and its linguistic form is stressed, which allows the same conceptual metaphor to be expressed through a variety of linguistic constructions.

Appealing to R.W. Gibbs, P. Simpson echoes his idea of metaphors as basic schemes by which people conceptualize their everyday experience and their external world. Metaphor is presented not as some kind of distorted literal thought, but as a natural part of conceptual thought. And what particularly important for the reader is that Simpson exemplifies the rehearse of the same basic metaphor through a set of different linguistic realizations (p. 44).

As far as writers consciously strive for novelty in literary expression and this requires developing not only new conceptual mappings but also new stylistic frameworks through which these mappings can be presented, these theme of novelty in metaphor is taken up and explored in greater depth in Unit B11.

The author evidently works from the background assumption that most metaphorical mappings are transmitted through familiar, commonly occurring linguistic expressions. The reader's attention is turned to a short poem by Roger McCough which serves as a good illustration of some of the connections that can be drawn between metaphor and style. McCough's poem is shown to employ a set of linguistic-stylistic devices to relay a single underlying conceptual metaphor. And P. Simpson skillfully shows how, using a variety of devices, McCough develops the basic metaphor through two

processes known as extending and elaboration (see also: [2; 3: 86]). As it is perceived and described by Simpson, in the poem McCough extends the source domain from the more general concept of sport to a specific type of sport, which enables further stylistic-expressive possibilities in the way the target domain is subsequently developed. 'The particular spatial organization of tennis, with its back and forth movement between ball and players, is captured stylistically by the break up of the text into two columns, and this forces the reading of the text into a similar to and fro movement.' Clearing up the message Simpson points out that 'both sides of the game of love, as it were, are embodied in a textual layout which serves as an *orientational metaphor*.' (p. 97).

It is Simpson's theory-of-style innovation which consists in not only finding out a sample of an orientational metaphor and decifing it as a COM (using the idea of space as a vehicle for tracking human emotions) but also in qualifying it as a horizontal metaphor, which in the poem under analysis directionally embodies not only emotional to and fro but the sense of implicit conflict that exists between the loving couple.

The idea of novelty in metaphor as depicted in the poem is immediately caught and skillfully described in 'Stylistics': Simpson displays a new type of conceptual mapping between a source and target domain, on the one hand, and promotes a striking method of expression to relay the metaphor, on the other hand.

The broad stylistic issues tackled in unit B11 are supplied with a set of tasks for practical activities across in unit C11, where a number of ideas touched upon in A11, including those on metonymy, are also reintroduced.

C11 deals with exploring metaphors in different kinds of texts. Proceeding with the cognitive-stylistic theme outlined in C10, unit C12 offers a selection of practically oriented activities for exploring in text both metaphor and the related trope, metonymy. The activities suggested by the author make use of a variety of texts because, as justified by the author's observations across the strand, these tropes are endemic to human thought processes.

Sets of thought-provoking tasks for the students are suggested, embracing tasks on explanation, on making up a phrase exchange suitable to contextual circumstances, on trying to predict discourse details, e.g.:

- to explain how it might be said that Bloom thinks 'centrifugally' (p. 151),
- to think about the sort of verbal interaction that would typically take place in the given contextual circumstances (p. 146),
- to try to predict what sort of dialogue would be likely to ensue between the two men should they decide to talk to one another, etc.

The particular emphasis is placed on predictions which appear to be a most creative exercise developing the reader's awareness, enabling the reader to capture the message together with the employed-for-the-purpose technique, e.g.:

- to try to predict what sort of discourse strategies are likely to be used by the respective parties in interaction,
- to try to predict what sort of terms of address or politeness tactics would characterize this sort of interaction,
- to try to predict what sort of topics of discourse would be considered suitable in this interactive context (p. 146).

All those and sets of other stimulating tasks will, no doubt, be of great help to the students in understanding which type of stylistic technique is very much the essence of a work under scrutiny.

Throughout all the four sections of the book, and in the Reading section in particular, the emphasis is laid on the importance of supplementing the student's work in stylistics by reference to original scholarly sources (p. 164). It is very important that the author is well aware of the fact that some advanced scholarship is time and again not particularly accessible and its relevance to the task in hand is not immediately apparent. Taking it into consideration, P. Simpson has managed to assemble in his book a broad selection of generally relevant work that has been carried out by prominent stylisticians from around the world.

The readings cover an extremely wide array of texts, topics and issues. P. Simpson makes it a point arguing that close and extensive reading will always be rewarded. The evident reasoning for that consists in the following:

- a) it visualizes the necessary historical background of the field,
- b) it introduces one into the mainstream tendencies of the research,
- c) it displays pros and contras of the sorts of methods and approaches used by different stylisticians,
- d) it provides one with a model for how too express oneself.

The book abounds with the terms necessary for studying of stylistics as language discipline. Despite the seeming spontaneity of emergence of terms in the text of 'Stylistics', their treatments are characterized by depth and elegance.

Alongside with the frequent linguistic terms and notions marching from page to page in dictionaries and manuals (allegory, epithet, ellipsis, flashback, genre, tautology, etc.) the author draws the unsophisticated reader's attention to such exquisite terms as *haiki poem*, *hapax legfomonon*, *holonymic agency*, etc., the visualization of which appears to satisfy the reader.

The author's personal language is a sample of style full of taste and balance. Idiomatic and non-the-less natural manner of presentation strikes me not only as an absorbed reader but as well as a linguist. The phrases 'you shall know a word by the company it keeps' (p. 48), a simple rule of thumb of speech (p. 86), the FIT strand 'kicks in' (p. 87), 'cognitive models at the heart of which' (p. 91), a bird's eye view (p. 100), derive from the company the words keep (p. 101), refused point blank (p. 107), stylistic 'bare bones'

(p. 119), language 'on the page' (p. 121), the 'hard boiled' detective novel (p. 128), a venerable term (p. 158), to get... to the heart of metaphor (p. 159), etc. mold Simpson's narration into an easy-going natural dialogue engaging the reader as an involved partner.

Approving the peaks of linguistic level in Simpson's book, capturing the latest major developments in corpus, cognitive and multimodal approaches to the study of style, and its invaluable didactic and pragmatic approach alongside with the brilliancy of the style of the author himself, I would still take a risk and advise to include into the readings some glimpses of such innovative author as Anita Naciscione with her original penetrations into the depth of phraseological stylistics [2] and such representative of Germanic phraseology as Rosemarie Gläser [4] as well as such classics of eastern European school of linguistics as Ilya Galperin [5] and Alexander Kunin [6, 7].

Absorbing reading, striking innovations (a new web strand among them), elegancy of style – all that is found in the book. Presenting an abyss of fresh ideas the book is undoubtedly worth close reading and rereading and serving as an accessible overview of the subject as well as an entirely reliable manual on the studies of the style for students.

From principal stylistic notions to strategies for stylistic analysis, research and writing, Paul Simpson provides an engaging introduction to the most important aspects of studying English stylistics as well as stylistics in English.

Every line of 'Stylistics' is sure to urge immediate thought. It is a pity there is no room in this limited review for further discussion which I hope will be maintained by other readers of Simpson's valuable book the importance of which lies in its originality and applicability.

It happened so that I first got across Paul Simpson's 'Stylistics' in Kosice in late August - early September, while convening some Seminars on English phraseology for the biennial conference of the European Society for the Study of English - ESSE 2014. And the book came as a revelation upon me, and later upon a number of my disciples. And now it has taken the pride of the place in my library.

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Tatiana Fedulenkova

Information about the author:

Fedulenkova T.N. – Doctor of Philology, Professor, Department of Foreign Languages of Professional Communication, Vladimir State University (Vladimir, Russia), Member of the Russian Professorial Board (Certificate No. 64), Member of the Scientific Council on philological sciences of RPB, Correspondent member of RANH (Moscow, Russia). E-mail: fedulenkova@list.ru

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