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LINGUISTICS

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ON THE CLASSIFICATION OF LINGUISTIC PHENOMENA OF ASYMMETRY (EVIDENCE FROM THE RUSSIAN AND ENGLISH LANGUAGES)

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Abstract. The article deals with the phenomenon of linguistic asymmetry that involves the erroneous translation of the linguistic units of a source language due to their phonetic similarity with the units of a translation language. The author addresses the problem of similarity and near-identity, using the analysis of several typologies developed by the scientists. The author has worked out a classification which includes: the words that have no identical dictionary meanings; interlingual paronyms - the words that are different both in form and meaning, but are often identified; interlingual synonyms and functional misleading words. When translating the words relating to the group of formal misleading words like “*jellyfish*” (*медуза*), “*ladybird BE*” or “*ladybug AE*” (*божья коровка*), the translation error occurs due to the combined process including both the equivalent translation and onomatopoeia. Therefore, onomatopoeia is not the only cause of the process of misinterpretation. The differences between the interlingual synonyms under analysis let us develop the typology based on the differences in the conceptual content according to the plane of content and to the plane of expression. According to the plane of content, we can highlight the following features of the interlingual synonyms: both similarity and difference in meanings; generic meanings in one language but specific in the other language; differences relating to culture-specific concepts; differences in stylistic characteristics; differences in lexical combinability. According to the plane of expression, they can be both similar and different in their extensions. The last group consists in the words with different meanings. However, they belong to the same semantic field. These functional misleading words clearly show the following logical-semantic relations: a causal connection; similar sizes, similar functioning, similar manufacturing processes and so on. In the end, the author presents the summary typology using various illustrative materials.

Keywords: mistakes in translation; linguistic asymmetry; similarity; near-identity; typology.

Introduction

Translation is one of the oldest human activities, and it emerged when a need for communication arose. The study of linguistic aspects of transla-

tion has always had an important place in linguistics in ancient as well as in modern society. In our view, the phenomenon of linguistic asymmetry or “faux amis” is one of the most interesting phenomena. The phenomenon is known to imply a false translation of the linguistic units of a source language due to the phonetic similarity with the units of a translation language. Moreover, false translation may occur as a result of graphic, grammar or semantic identification. We make the largest number of mistakes when translating international words, which can abundantly be found in media texts. This problem may interest translators, and those who learn a foreign language as well.

V.V. Akulenko, R.A. Budagov, K.H.M. Gottlieb, N.K. Garbovskiy and I.N. Kuznetsova did much to classify the phenomena of linguistic asymmetry. Let us refer to several typologies developed by the scientists. This analysis will help us develop a single classification.

Methods

To reach the purpose we have to apply the following methods to our research:

- a heuristic method refers to the collection of the language data;
- we need a descriptive method to present the data in a proper way;
- an explanatory description is used to show typological regularities;
- a comparative method is necessary for revealing common and specific features of similar language phenomena.

Research

V.V. Akulenko rightly observes that misinterpreted words can mislead not only those who have just started learning a foreign language and do not speak it well yet. In fact, as the researchers of this lexical categories note, the situation is opposite: the bulk of these words (except for a few obvious cases that are primarily related to homonymy) is dangerous for the individuals who confidently and almost satisfactorily use the language although they have not reached the level of adequate unmixed bilingualism yet. Therefore, they falsely identify some elements of the foreign and native languages.

One cannot help agreeing with the opinion of the scientist, so there are numerous semantic calques and violations of lexical compatibility or stylistic correspondence not only in the way of using a foreign language, but also in translations and even in their original usage [1: 371-372].

V.V. Akulenko comes to the correct idea that differences in pairs of misleading words may be the following. There are significant differences in the conceptual content due to the specific classifications of phenomena, properties, and relations of the objective world which are characteristic of the semantics of every language. For example, compare “*intelligence*” -

“the ability to think, understand, and learn things well; information that is gathered by the government or the army about their country’s enemies and their activities” [2] with *“интеллигенция”* - *“intellectuals that have education and expertise in various fields of science, technology and culture; social class of people engaged in such work”* [3].

In addition, the author of the above mentioned article emphasizes that we have to take into account possible differences in stylistic characteristics of these words. For example, compare *“manuscript”* - *“a handwritten or typed document, especially a writer’s first version of a book before it is published; an old document that was written by hand on paper or parchment before printing was invented”* with *“манускрипт”* - *“(literary) an old document that was written by hand”*.

V.V. Akulenko mentions that the differences in lexical combinability of Russian words and their English equivalents create significant difficulties in learning foreign languages and in translation as well. For example, the word *“situation”* - *“what is happening in a particular place at a particular time”* can be combined with *“life-and-death”* meaning *“extremely important”*. There is a Russian set expression *“вопрос жизни и смерти”* in which the word *“вопрос”* is used. We cannot use the word *“ситуация”* in this context.

Let us refer to the typology worked out by R.A. Budagov *“More on the New Editions of Misleading Words Dictionary”* [4: 65-68]. The author distinguishes several types of relations: 1) a word has a more general meaning in one language than in the other; 2) a generic meaning in one language, a specific one in the other; 3) monosemy in one language, polysemy in the other; 4) interlingual stylistic equivalence of words and phrases; 5) a live meaning in one language, an archaic one in the other; 6) free lexical combinability in one language, a restricted one in the other.

Several points of this classification can be exemplified as follows. The word *“hymn”* means *“a religious song that people usually sing in churches”*. However, it has a more general meaning in Russian - *“an official song, a symbol of public or social unities”*. Apart from this, the word *“favourite”* - *“your favourite person or thing of a particular kind is the one that you like the best”*, has the following meaning in Russian: *“a person who receives benefits and advantages from his patron”*.

What is more, compare the Russian *лицей* - *“1) in pre-revolutionary Russia: a privileged educational institution for men; 2) a secondary school in some countries”* - and the English *“lyceum”* - *“1) a hall for public lectures and discussions; 2) an association providing lectures, concerts, and entertainments”*. The latter has archaic meanings in Am E.

Another author, K.H.M. Gottlieb [5], distinguishes between four types of *“faux amis”*, taking into consideration the nature of the discrepancies in their meanings. The first type includes the words and semantic variants that

represent different objects and phenomena in two languages. The second type comprises the words and semantic variants that indicate similar objects and concepts but different ones in the shades of their meanings. The words with the same meaning but different in connotation or restricted in their use (under the appropriate labels) belong to the third type. The fourth type covers the words identical in both languages, but we can consider them as equivalents only in certain phrases or compound words.

For example, a word can have a figurative meaning in one language but it cannot have the same figurative meaning in the other. Only direct meanings of such words can coincide in this case:

Eng. *“abortive”* - *“not finished and therefore not successful”*; Rus. *абортивный* - *“immature”*.

Eng. *“abrasive”* - *“1) behaving in the way that seems rude to other people, because you say what you think even if it is not nice; 2) having a rough surface that can be used to rub and clean other surfaces”*; Rus. *абразивный* - *“having a rough surface that can be used for grinding, polishing and sharpening”*.

Eng. *“imperial”* - *“relating to an empire”*; Rus. *имперский* - *“relating to an empire; (figurative) typical of a big power, with the spirit of superiority over other peoples and states”*. E.g. *Imperial manners and ambitions*.

Following the authors who admit the relations of similarity and near-identity on the basis of onomatopoeia or similar functions in both languages as a cause of translation mistakes, N.K. Garbovskiy puts forward the idea about the existence of language universals, i.e. universal perception and categorical reflection of the world. He asserts that such universals give rise to the phenomenon of interlingual asymmetry, which can be considered within the framework of translation interference.

The author tries to answer the question: “Is the problem of “faux amis” really relevant in the theory of translation?” Actually, the problem exists and the problem is quite complex. The slighter the differences between misleading words are, the more complex the problem becomes. Moreover, dictionaries are not always helpful in distinguishing these differences especially when we deal with polysemous words. Finally, the relations of similarity influence an interpreter in a psychological way. They do not stimulate him or her to consult a dictionary.

N.K. Garbovskiy puts forward the following classification. There are relationships between the misleading words which do not contain any common meaning. On the face of it, they cannot comprise equal concepts. However, some misleading words which are partly asymmetric can present the concepts of equal extension. They are primarily interlingual synonyms. The concepts represented by them are in overlapping relationship if their extensions have common meanings as well as different ones. There are also logical relations when the extension of one notion is completely “absorbed” by

another one. This is evident if we compare the words containing generic notions (hyperonymy) with the words denoting specific concepts or proper names (hyponyms) [6].

These points can be illustrated by differences in extensions. Let us compare the misleading words which are partly asymmetric in their meanings: Eng. *"intrigue"* - *"a secret plan to harm or to cheat someone, or the process of making such a plan"* - and Rus. *интрига* - *"a secret plan to harm or to cheat someone, or the process of making such a plan; way of constructing a complex plot in a novel; (archaic) love affair"*.

Studying the process of lexical interference, another author, I.N. Kuznetsova [7], indicates interlingual paronyms (when similar words are mixed in communication, leading to the emergence of *"faux amis"*). She suggests her own semantic typology. Misleading lexical units are divided into three semantic classes: synonymous, contact and distant words. Synonymic paronyms do not coincide in all the meanings. Contact words do not have common meanings, but they can have functional similarity (metaphorical or metonymic); namely, they can belong to the same semantic field. Distant words have no similar meanings. They can have functional similarity. But, when they have no such similarity, a mix-up, motivated by sound, similarity is purely formal.

We cannot but support the above mentioned ideas. In addition, we put forward our own classification of misleading words. The illustrative material is taken from the British media and dictionary entries.

1. Formal misleading words. The incorrect translation of such words is due to their phonetic similarity: *"Iraq's top cleric, Grand Ayatollah Ali al-Sistani, has called on his compatriots to unite to confront the "big danger" posed by Islamic State militants, and said politicians who cling to their posts are making a "grave mistake", piling pressure on Prime Minister Nuri al-Maliki to drop his bid for a third term"* [8]. The word *"compatriot"* can be translated as *"соотечественник"* but not as *"напругом"*.

We would also like to dwell on some compound words. For example, when translating the words like *"jellyfish"* (*медуза*), *"ladybird"* *Br E* or *"ladybug"* *Am E* (*божья коровка*), the mistake occurs if we apply the equivalent translation to each part of these words. Furthermore, the error may occur when translating such words as *"landlord / landlady"* (*арендодатель, хозяин(йка) сдаваемой в наем квартиры, домовладелец*) or *"station-wagon"* *Am E* (*автомобиль-универсал*). It takes place due to the equivalent translation and onomatopoeia. Therefore, onomatopoeia is not the only reason for the mix-up.

2. Interlingual paronyms. Such pairs of words as *"leaning"* and *"learning"* that differ both in their form and meaning are often mixed up by students: *"However, his critics accuse him of having an abrasive style and Islamist-leaning"* [9].

3. Interlingual synonyms.

1) Differences in the plane of content:

a) both similarity and difference in meanings: *"Outrage as jobless offered taxpayer-funded tattoo art classes to get them off the dole"* [10]. Compare "dole" meaning "money that people who do not have a job get from the government; a power that some people believe controls everything that happens in their lives" and the Russian word "доля" meaning "one of the pieces that something consists of; a power that some people believe controls everything that happens in their lives".

b) a generic meaning in one language, a specific one in the other: *"But their 90-minute set at a sold-out Islington Assembly Hall put meat on the bones of this modest recorded material: the quaintly optimistic Get Low morphed into a defiant folk anthem, profundity was borne out of Man On Wire's saccharine Sixties pop and beefy percussion from drummer Rob Steadman reinvigorated On the Rocks, which was preluded by field recordings of Antarctica's humpback whales"* [8]. The English word "assembly" means "a part of government consisting of people who have been elected to make laws; a meeting of people who represent different parts of a large organization; the process of building something by putting all its parts together". The Russian "ассамблея" only has specific meanings, i.e. "a meeting of people who represent any international organization; a ball during the reign of Peter I".

c) differences in the interpretation of culture-specific concepts: *"The bill for the "design your own tattoo" sessions will be paid from the budget of an anti-poverty programme launched by the Labour-run Welsh Government"* [10]. "Session" can be translated as "сессия" when it relates to a formal meeting of an institution such as a parliament or a court. This example implies *"design your own tattoo" classes*.

d) differences in stylistic characteristics that include differences in evaluative and emotional connotations concerning temporal and regional limitations in the use of words: *"The UK has edged up the global rankings in a major annual survey by the World Economic Forum (WEF)"* [9]. "Forum" in the meaning of "an organized event or meeting at which people discuss something" is stylistically neutral. The Russian word "форум" meaning "a large meeting of a group of people" has the label "very formal".

e) differences in lexical combinability: *"The leading economies in the index all possess a track record in developing, accessing and utilising available talent, as well as in making investments that boost innovation"* [9]. "Utilise" meaning "to use something" can be combined with the word "talent". We can say "утилизировать производственные отходы" in the Russian language, but we cannot say "утилизировать талант".

2) Differences in the plane of expression:

a) unequal extensions: *"The role will be his main job but his roster will take into account the duties and responsibilities he will continue to un-*

dertake on behalf of the Queen” [11]. Let us compare the words “role” and “роль”. “Role” - “(1) the purpose or influence of someone or something in a particular situation; 2) the character played by a particular actor in a film, play etc.” “Роль” - “(1) the artistic image created by a playwright in a play or a play script and played by a particular actor in a film, play; 2) someone’s unusual behaviour; 3) the words that an actor says in a performance; the purpose or influence of someone or something in a particular situation”.

b) equal extensions: “His critics say the move will make him increasingly authoritarian” [9]. “Authoritarian” is used in the meaning of “controlling everything and forcing people to obey strict rules and laws”. The Russian word “авторитарный” is used in the same meaning. Their extensions are the same, whereas the latter has the label “literary”. In other words, the scopes of the concepts are the same; consequently, the differences are stylistic.

4. Functional misleading words: “The UK wins plaudits for adopting technology to enhance productivity and for its general business environment” [9]. The English word “adopt” meaning “to decide to start using a particular idea, plan, or method” and the Russian word “адаптировать” meaning “to change something slightly in order to make it better, more accurate, or more effective” have different meanings while the semantic field they belong to is the same.

Apart from this, while studying the problem, we have made our own observations regarding the functional misleading words that might help better understand the phenomenon of “faux amis”.

Functional misleading words have no similar meanings, but, when comparing them, some logical-semantic relations may be noted:

1) a causal connection. Let us compare the meaning of the adjective “canicular” - “hot days (in July or August)” with “каникулярный” - “during holidays in summer; during holidays in summer (relating to Parliament)”: “...we’ve got canicular summers, with Temperature sometimes over 40 °C” [9].

2) similar sizes. Compare “cabin” - “a small simple wooden house in the mountains or in a forest” with the Russian word “кабина” - “a small room for particular purpose”: “My search for the perfect log cabin certainly did not lack clarity of purpose” [12].

3) similar functioning. Compare “catapult” - “an object that children use for firing stones. It consists of a stick in the shape of a “Y” with a thin band of rubber across the top; a large weapon used in the past for firing heavy stones; a piece of equipment on a ship used for sending aircraft into the air” with the Russian word “каманюльта”. The latter doesn’t have the meaning of “an object that children use for firing stones”, but it corresponds to “a large weapon used in the past for firing heavy stones; a piece of

equipment on a ship used for sending aircraft into the air”: “The simplest catapult is an elastic band stretched between your V-sign fingers (though some argue for the greater strength of the index finger and thumb)” [12].

4) similar manufacturing processes. Compare “fabric” - “cloth, especially when it is used for things such as clothes or curtains” with the Russian word “фабрика” - “a building or group of buildings where large quantities of goods are produced using machines”: “You’ve bought your sewing machine, and now you need some fabric” [12].

Conclusion

Thus, the category of “faux amis” is a very complicated phenomenon that deals with interlingual asymmetry. Therefore, if a translator has a good knowledge of it, he or she is likely to use the right equivalent in the translation.

Based on the two planes linguistic units can be considered in, this typology helps work out further outlines and principles that can be applied to the research of “faux amis”.

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THE MEANS OF EXPRESSION OF THE CONCEPTUAL-COGNITIVE FRAME “WOMAN”

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Abstract. This article presents a study of the means of expression of the conceptual-cognitive frame “Woman”. It contains a logical-semantic classification of the attributive-nominative constructions with the nuclear lexeme “woman”, as well as the analysis of the quantitative data. The article is a case study of the examples taken from the British National Corpus of the English language that uses concordance methods in the framework of cognitive linguistics, compositionality theory and gender linguistics.

Keywords: conceptual-cognitive frame “Woman”; attributive-nominative constructions; means of expression of the frame “Woman”.

Introduction

In this article, we set an aim to investigate the conceptual-cognitive frame “Woman”. In the process of study the following tasks have been set: to classify the attributive-nominative constructions with the nuclear lexeme “woman” in accordance with the logical-semantic principle and to analyze the quantitative data received in the process of classification.

The conceptual-cognitive frame is the most important unit of conceptualization. The frame theory of organization of conceptual knowledge began to take shape in the second half of the twentieth century thanks to the works of American linguist Charles Fillmore. Frame theory of knowledge organization has been studied by such scholars as Charles Fillmore [1-4], B. Atkins [5], T.A. Van Dijk [6], M. Minsky [7], as well as by such domestic scholars as E.S. Kubryakova, V.Z. Demyankov et al. [8], Z.D. Popova and I.A. Sternin [9], A.P. Babushkin, Yu.V. Suvzhanskaya [10] and others.

Frame as the structure of knowledge has been analyzed from different perspectives: structural organization, logical-semantic content, principles of functioning and others. In this paper for the first time we set an aim to analyze the means of expression of the conceptual-cognitive frame “Woman” from the logical-semantic perspective on the material of the examples of attributive-nominative phrases with the nuclear lexeme “woman” taken from the British National Corpus of the English language.

Originally, the term “frame” was used in the description of language structures. In his early works Charles Fillmore explored transformational syntax, syntactic frames and, in particular, the distributional properties of

verbs [1]. Then the term “frame” was used for the description of semantic valence of verbs and case frames [2]. Later, the scientist came to the understanding of frame as a cognitive structure fixed in language.

Charles Fillmore himself, the founder of the frame theory in linguistics, interprets the concept of a frame differently at different times: as a system of selection of linguistic resources - lexical units, grammar and linguistic categories [3]; as a case frame in the structure of consciousness [2]; and later (cognitive interpretation) as a special unified structure of presentation of knowledge or experience schematization [4]. In his later work the scientist interprets frames as cognitive structures, knowledge of which is “presupposed for the concepts encoded by the words” [5].

T.A. Van Dijk and M. Minsky [6, 7] think that frame is a structure containing generalized information about the stereotypical situation. According to T.A. Van Dijk frames are elements of social memory that contain potentially possible and typical information associated with the concept within a particular culture.

To our point of view the most complete definition of frame in the Russian linguistics is given in the “Concise Dictionary of cognitive terms” by E.S. Kubryakova and V.Z. Demyankov “the frame is a set of assumptions about the structure of a formal language for expressing knowledge as an alternative for semantic networks, or for the predicate calculus; a set of entities, that according to the supposition of the researcher exist in the described world (metaphysical interpretation of the concept)” [8: 187]. Besides frame is an “organization of ideas, stored in the memory (of a human and / or a computer), as well as the organization of processing and inference operating over this storage (heuristic or implementational interpretation)” [Ibid], and also the result of such organization: a multi-component concept that is conceived in the integrity of its components as volumetric representation [9], which is stored in memory, or is created in it if needed from the components that the memory contains [10].

It is obvious that the frame perception is typical to the complex phenomena of reality, reflected in the language, for which hierarchy in the structure is possible. So the phenomenon of a “woman” in the English language consciousness is fixed through the complex multi-level conceptual-cognitive frame “Woman”.

Methods and procedures

The conceptual-cognitive frame “Woman” is a typical cognitive category, information about which is known because the represented situation is typical and due to the arising associative relations as well as the presence of certain experience of the individual in the perception of women. Conceptual-cognitive frame “Woman” is a structured high-order category, within which we can see a hierarchy of its constituent smaller components.

First, it should be noted that the conceptual-cognitive frame “Woman” has a dual plane of expression: primary and secondary, i.e. it can be objectified through the means of primary and secondary nomination. The primary plane of expression of the conceptual-cognitive frame “Woman” is represented by a set of attribute-nominative constructions with the nuclear lexeme “woman”. The study of these structures allows to shed light on the qualitative characteristics of the slots of the upper, middle and lower level of the conceptual-cognitive frame “Woman”. The top slots will be filled with the most important information in the perception of the image of a women in the English language. As the described components become less important, the slots will become less marked out in the mind, gradually descending to the lower level.

Attributive-nominative phrases with the lexeme “woman” are represented by the following structures: Adj. + N., N. + N., Part. I + N. and Part. II + N.

More than 6 200 examples of attributive-nominative phrases with the lexeme “woman” have been provided from the British National Corpus of English using the method of continuous sampling. These examples have been classified according to the logical and semantic parameters. The classification contains the information about the number of examples in each category and the ratio of examples of each semantic category to the total number of examples.

The means of expression of conceptual-cognitive frame “Woman” are distributed according to the following qualifiers: physical characteristics, mental characteristics, sociocultural parameters and other characteristics.

1. Physical characteristics:

1.1. Age.

Adj. + N.: [young 971; old 785; older 163; elderly 126; younger 35; 26-year-old 15; mature 13; adult 8; 21-year-old 8; 44-year-old 7; 73-year-old 7; 87-year-old 6 etc.] woman.

Part. II + N.: [middle-aged 76; grown 24 etc.] woman.

1.2. Appearance.

1.2.1. General appearance, appearance evaluation.

Adj. + N.: beautiful 134; pretty 48; attractive 36; lovely 23; handsome 16; rag 7; plain 7; sexy 7; ugly 6; elegant 4; Part. I + N.: naked 28 good-looking 11; well-dressed 4; fine-looking 2; exhausted-looking 2 etc.] woman.

1.2.2. Height, size, peculiarities of body type etc.

Adj. + N.: [little 66; fat 52; tall 32; big 28; large 23; small 14; thin 11; gaunt 11; dumpy 10; plump 10; tiny 9; stout 8; enormous 6 etc.] woman.

1.2.3. Presence or absence of hair, hair colour, shape of the face.

Adj. + N.: [pale 5; grey 5; bald 3; Part. II + N.: dark-haired 21; grey-haired 13; white-haired 8; red-haired 6; blonde-haired 4; red-headed 3; round-faced 3].

1.3. Physical states, physical abilities.

Adj. + N.: [pregnant 71; dead 57; strong 20; blind 17; sick 14; deaf 13; healthy 8; frail 7; unconscious 6; sickly 5 etc.] woman.

Part. I + N.: [dying 13; menstruating 10; weeping 8; thinking 7; smiling 6; searching 5 etc.] woman.

Part. II + N.: [disabled 17; murdered 13; liberated 8; injured 6; infected 5; raped 5 etc.] woman.

2. Mental characteristics.

2.1. Character, behavior.

Adj. + N.: [strange 24; honest 11; independent 10; kind 9; hard 8; hysterical 8; fancy 8; passionate 8; tough 7; brave 7; motherly 7; dangerous 6 etc.] woman.

Part. II + N.: [scarlet 19; fallen 14; determined 11; wicked 9; strong-minded 6; devoted 3; reserved 2 etc.] woman.

2.2. Mental abilities, knowledge.

Adj. + N.: [wise 29; mad 27; stupid 18; silly 17; clever 13; sensible 11; crazy 6; resourceful 6; capable 6; foolish 4; reasonable 4 etc.] woman.

2.3. Emotional states and feelings.

Adj. + N.: [unhappy 9; happy 7; sad 5; distraught 5; cheerful 4; anxious 4 etc.] woman.

Part. II + N.: [wretched 8; terrified 7; frightened 2 etc.] woman.

3. Sociocultural parameters.

3.1. Nationality and geographical origin, race, religion.

3.1.1. Nationality and geographical origin.

Adj. + N.: [American 47; British 34; Asian 20; French 20; Indian 16; English 16; local 13; Gypsy 10; German 9; Gipsy 9; Jewish 8; etc.] woman.

3.1.2. Race.

Adj. + N.: [black 65; white 52; dark 10 etc.] woman.

3.1.3. Religion.

Adj. + N.: [Catholic 15; Christian 8; Muslim 6; Protestant 3 etc.] woman.

3.2. Social position, status, public attitudes.

3.2.1. Marital status, presence / absence of a partner, children.

Adj. + N.: [single 50; lone 12; childless 5; free 4 etc.] woman.

Part. II + N.: [married 175; divorced 11; unmarried 10; widowed 6 etc.] woman.

3.2.2. Financial condition.

Adj. + N.: [poor 87; rich 11; wealthy 9; richest 8; wealthiest 2 etc.] woman.

3.2.3. Class affiliation, the presence / absence of work, the attitude of society.

Adj. + N.: [respectable 10; successful 5; famous 5; celibate 5 etc.] woman.

N. + N.: [middle-class 6; working-class 6; slave 3 etc.] woman.

Part. II + N.: [employed 2; marked 2; unemployed 2 etc.] woman.

3.3. Occupation, scope of activity.

Adj. + N.: [scarlet 19; busy 10; professional 10; fancy 8; daily 6; political 3 etc.] woman.

N. + N.: [career 31; peasant 24; business 10; police 7 etc.] woman.

Part. I + N.: [working 22; cleaning 14; hard-working 4 etc.] woman.

3.4. Belonging to the certain period of time, epoch.

Adj. + N.: [modern 19; Victorian 3 etc.] woman.

4. Other characteristics.

4.1. General subjective evaluation.

Adj. + N.: [good 56; real 31; nice 24; bad 20; ideal 20; remarkable 20; wonderful 19; fine 17; right 13; desirable 12; extraordinary 12; unfortunate 11; ordinary 10; perfect 9; wrong 9; typical 6 etc.] woman.

4.2. Other characteristics.

Adj. + N.: [new 33; different 17; individual 11; individual 11; particular 8; mere 5; etc.] woman.

The generalized information about the number of examples of each category in relation to the total number of examples is given in the following table:

Analysis of the quantitative data from the logical-semantic classification

Parameter	Number of examples	Ratio to the total number of examples, %
1. Physical characteristics		
1.1. Age	2 382	38,25
1.2. Appearance	723	11,63
1.2.1. General appearance, appearance evaluation	359	5,77
1.2.2. Height, size, peculiarities of body type etc.	302	4,86
1.2.3. Presence or absence of hair, hair colour, shape of the face	108	1,74
1.3. Physical states, physical abilities	408	6,56
2. Mental characteristics		
2.1. Character, behaviour	391	6,29
2.2. Mental abilities, knowledge	192	3,09
2.3. Emotional states and feelings	68	1,09
3. Sociocultural parameters		
3.1. Nationality and geographical origin, race, religion	612	9,84
3.1.1. Nationality and geographical origin	452	7,27
3.1.2. Race	127	2,04
3.1.3. Religion	33	0,53
3.2. Social position, status, public attitudes	472	7,59
3.2.1. Marital status, presence / absence of a partner, children	274	4,41
3.2.2. Financial condition	119	1,91
3.2.3. Class affiliation, the presence / absence of work, the attitude of society	79	1,27
3.3. Occupation, scope of activity	206	3,31
3.4. Belonging to the certain period of time, epoch	24	0,39
4. Other characteristics		
4.1. General subjective evaluation	456	7,33
4.2. Other characteristics	169	2,72

Results

The semantic analysis of the adjuncts, describing woman, showed that the most important characteristics of a woman in the English language consciousness are age: 2 382 examples, which is 38.25% of the total number of examples and appearance 723 (11.63%). Age is obviously a domineering physical characteristic. Evaluation and height, size, peculiarities of body type etc. are domineering in the description of appearance with 359 (5.77%) and 302 (4.86%) examples respectively. The second largest group after the physical characteristics is the semantic group called “socially significant characteristics”. The most numerous subcategories in this category are: nationality and geographical origin, race, religion - 612 examples (9.84%) and social position, status, public attitudes 472 examples (7.59%), of which the subgroup “matrimonial status»” contains more than half of the examples. Psychological characteristics, such as character and behaviour with 391 example (6.29%), mental abilities, knowledge - 192 (3.09%) and emotional states and feelings - 68 (1.09%) are the least numerous among the examples of the primary means of nomination. The subcategory “General subjective evaluation” contains a large number of examples too with 456 examples that account for 7.33% of the total number.

Conclusion

The conceptual-cognitive frame “Woman” is a complex element of culture, fixed in the language. it is commonly recognized that cultural concepts are formed in the history of the nation, fixated in the people’s experience and are stored in the language itself [11]. The logical-semantic analysis of the attributive-nominative phrases with nuclear lexeme “woman” that has been carried out in this article allowed to show the complexity and multi-level structure of the conceptual-cognitive frame “Woman”. The analysis of the means of expression of conceptual-cognitive frame “Woman” leads to the conclusion that the most important parameters in its structure from the point of view of the English language consciousness are age and appearance, as well as socially significant characteristics and general subjective evaluation.

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CHARACTERISTIC FEATURES OF ADAPTED LEGAL TEXT

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Abstract. Studies of adapted (or simplified) legal texts are greatly required among people without a legal education. The Plain English Campaign is becoming more and more popular abroad in the legal sphere. UNO and European Union start to issue their documents and legal acts in Plain English. In Russia such research also has practical and theoretical importance for writing documents and developing text linguistics.

Adapted legal text is viewed as secondary text. They can be divided into two types according to the theory of communication, namely text-copies and text-reactions. This paper analyzes structural, semantic, discourse and pragmatic characteristics of adapted texts. Adapted texts state the meaning of terms, correlations of terms within a terminology system for non-specialists. Adapted text shapes scientific world map for a non-specialist. The source-text has legal power to state laws and measures of punishment for their breaking. Adapted text has a different pragmatics. It is aimed at explaining the law and informing the reader. Source-text and adapted text can exist in one discourse or in different discourses.

Keywords: adapted text; source-text; legal discourse; special science world map; pragmatics; lexical semantics.

Introduction

Legal text frequently becomes the subject of linguistic study, which has caused formation of a new direction - legal linguistics [1, 2, etc.], and studying of the simplified or adapted texts in this sphere is getting more and more urgent, both in Russia and abroad [3]. This urgency is easily explained by the fact that it is important for nonspecialists to understand what the laws are about, and also legislative bodies are interested in creation of acts which are easy to understand. So, K. Williams gives an example of the first act which has been simplified, that is "the Law of Her Majesty on incomes and tax gathering" in 1997 [3: 195].

Now the United Nations documents are due to be adapted, for example the Declaration of human rights, European Union bills, etc. It is connected with the fact that English can be included in the group of hypercentral languages, and it has become a global lingua franca [4: 5]. The reason is that the English language is not a mother tongue for many members of the listed organisations, and it is difficult for them to understand tiny nuances of the complicated official style of legal documents.

Method

The research was based on the interpretation approach, which highlighted most common difficulties in understanding authentic legal texts, and showed main directions of necessary transformations. It should be considered that adaptation is aimed at particular readership, so addressee's characteristic features often initiate those transformations.

Data analysis

Adapted text is usually viewed as secondary text created for readers who for some reasons cannot understand the source text. The sphere of application of adapted texts is wide enough: simplified texts can be found in school textbooks, graded readers, and also adapted special literature. Adapted texts are used in the situations where knowledge of a professional in any sphere is necessary for a nonspecialist. The considerable quantity of adapted texts can be found in medicine (these are the texts adapted for younger medical personnel and patients), in legal sphere (the comment to codes, a newspaper column "consultations at the lawyer's" etc.), at drawing up of internal instructions in company document circulation etc. In this article we will address to characteristics of legal adapted texts.

Adapted legal texts, as a rule, are comments to codes or regulations or an explanation of any legal issue in newspapers, magazines, Internet sites in a column "consultations at the lawyer's". According to the character of the communication, adapted texts can be of different modes. Some of them follow the structure of the source-text, and some of them comment only a part in the form of a dialogue between an expert and a nonspecialist. In the first case, adapted text represents secondary text-copy, and in the second it is seen as secondary text-reaction. We use the term "secondary text" after S.V. Ionova, who calls this way "any text of secondary representation which is formed as a result of semantic transformations of the text-basis" [5: 9]. Secondary texts retain cognitive and semantic elements of the source-text as a condition of text increment. Thus the composition of the text and the basic story lines can be saved in the secondary text (texts-copies), or only some part of the information of the source-text can be marked, and the subsequent message will be developed on this basis (texts-reactions) [6: 118-119].

The understanding of adapted text as secondary is important for its structural-semantic analysis and understanding of modes of transformation of its information. Working out of rules of construction of adapted texts for different groups of readers has a significant practical value: special scientific knowledge of legal sphere is in demand by a wide groups of readers without the legal education.

In this research we analyzed the following comments: the comment to the Constitution of the Russian Federation, the criminal code, the labour code, the Code of Administrative Offence of the Russian Federation, the Civil code, the Family code, and also comments of lawyers to decisions in housing and communal services sphere. We have analysed structural, semantic and discourse and pragmatic features of adapted texts. We will examine them consistently.

Judging by its structure, text-copy repeats the source text: division into chapters and paragraphs is saved, the sequence of its paragraphs is preserved. Text-reaction is an answer to a legal issue concerning only a part of a larger document (the code or decree). In both cases the attention in adapted texts is concentrated on any concept of the source-text and its further conceptual increment. In V.G. Gak's works it is noticed, that "the statement is a situation sign" (cit. on [7: 490]). The referential situation in the source-text and adapted text is the same, but the reference to this situation is different. The source-text written for experts in legal sphere appeals to a referential situation by a one-word nomination or a nomination by a word-combination, and adapted text created for a nonspecialist addresses to this referential situation by a nomination with much more complex structure (a predicative nomination or a super-phrase unity nomination).

Considering appeal methods to a referential situation, we have noted the following structural-semantic changes of adapted text: an explanation of terminology which can be unfamiliar to readers, attaching a certain meaning to the given term in the text, and also explication of significative semes and presuppositions.

For example, article 61 of the Budgetary code "Tax incomes of budgets of settlements" is devoted to tax gathering, and in the comment it is called "Tax incomes of local budgets". The adapted text of the article changes the composition of the article of the source-text, showing its structure:

"In the article commented the structure of tax incomes of local budgets is defined:

- 1) own tax incomes of local taxes and tax collections;*
- 2) deductions from federal and regional regulating taxes and tax collections;*
- 3) State Tax".*

Such link is necessary for the reader who wishes to understand quickly what it is written about in a bigger article, and to decide, whether there is necessary information for them in it. This structural-semantic change of the text is directed to achievement of the pragmatistical purpose: the comment to the Budgetary code can be used as help materials about the legislation of this field of activity.

In the source-text local taxes are mentioned, and their sources are enumerated: *"tax incomes of the following local taxes established by repre-*

sentative bodies of settlements according to the legislation of the Russian Federation about taxes and tax collections... are enlisted in budgets of settlements». In the adapted text of the comment there is a definition of local taxes, and besides, it reveals sources of their funds raising: *“The taxes and tax collections established in the Tax Code of the Russian Federation and standard legal acts of representative bodies of local government, installed according to the Tax Code of the Russian Federation standard legal acts of representative bodies of local government and obligatory to payment on territories of corresponding municipal unions. Local taxes and tax collections in federal cities Moscow and St.-Petersburg are established and installed by laws of the specified subjects of the Russian Federation”.* In the given example the meaning of the term “the local tax”, is explicit, and its significative semes of this term are fixed. Also in this example there is a link to the Tax Code which contains the additional important information for this question. It is necessary to mention, that the source-text, owing to the pragmatists of the law-stating document, is very exact: concrete references to other bills with numbers of laws and dates of their coming into force whereas adapted text whose pragmatics is directed to acquaintance with a situation, does not offer such exact data.

In adapted texts-reactions the structural changes are evidently expressed: they do not repeat a source-text composition (the code or the law on which basis adapted text is created), and they are built around one or several points. It is possible to observe, that the description of a referential situation in adapted text becomes very detailed and adhered to the real situation which has occurred in life, and the source-text (the code) plays a role of a necessary context on which basis interpretation of concrete points is conducted.

The terminology explanation (or denotate explication) occurs in comments to codes for establishment of terms framework, where a certain meaning is attached to the given term or position. It is important for elimination of ambiguity of interpretation of terms or positions in legal documents.

Thus, to reach unambiguity of interpretation, it is necessary to lengthen the text to describe in much detail the legal situation which is mentioned in the code. Denotate explication also serves to shape specially-scientific picture of the world for a nonspecialist by means of adapted text. Fastening of conceptual value to the term occurs not in the source-text, but, as a rule, in adapted text of the comment or the text-reaction.

Explication of significative semes and presuppositions are important for creation of necessary context for understanding of any information in the code. We use the term “presupposition” to denote a certain preliminary knowledge (N.D. Arutyunova, V. Dejk). L.A. Naumova notes, that “making the statement about this or that subject (phenomenon), consciously or unconsciously, the speaker shows any already existing knowledge of this subject (phenomenon). Each statement supposes or assumes a judgement” [8: 237].

Presuppositions may concern explications of legal positions or logic of a reasoning which explains this or that legal situation and algorithm of actions in it. Such presuppositions can be called intradisciplinary presuppositions since they do not fall out of the limits of one subject sphere, in this case - legal. Or it can be interdisciplinary presuppositions which create background knowledge for a lawyer, necessary for correct actions in this or that situation. These presuppositions concern not only legal discourse, but they involve knowledge of another subject sphere. It is possible to observe overlapping of specially-scientific language pictures of the world in a zone of these presuppositions. For example, in the criminal code a number of articles and offences are connected with deliberate or unintentional actions, and also with actions in an affect status. The comment to this code involves a psychological term for interpretation of a status of affect or intention. So, knowledge of psychology makes a necessary part of presuppositions for understanding of the articles of a code.

At the expense of an explication of the additional information in the adapted legal text, an immense text increment is observed. If adapted belles lettres texts show compression of the information which is aimed at increase of the text comprehension, here the situation is quite different: additional information is used to foster text comprehension, this information involves the adjacent fields of activity that increase the length of adapted legal text.

It is important to note discourse-pragmatical features of adapted legal text, in comparison with its source-text. In spite of the fact that both code text and its comment belong to legal discourse, these documents possess various pragmatical force. The code text states the law, so its pragmatics is aimed at establishment of rules of law and models of behaviour which are comprehensible in society, or punishment for infringement of these norms. The comment text, as well as texts in a column "consultations at the lawyer's", do not possess such pragmatics. Their purpose is to clarify the situation, to explain, how to behave in this or that situation. They have no retaliatory force, as codes. This pragmatics imposes restriction on authorship of those texts. The source-text can be created by legislative bodies, it is necessary to have certain powers for creation and the statement of such texts. To become a law, the text needs to be ratified. The author-adaptator not necessarily should have the supreme powers for writing adapted text, it is enough to have qualification in the sphere of jurisprudence and necessary knowledge in this sphere.

An adapted legal text can be in the same discourse as its source-text, as it happens to texts of comments to decisions or codes, and can be in the other discourse. For example, such situation is observed at comments of laws by nonspecialists. Thus it is possible to observe that level of awareness of the author-adaptator in legal sphere influences characteristics of the text created. So, we have noted two different comments of Position on housing and communal services - one of them is written by the editor of a magazine who

studied this question on purpose, probably, having been consulted by the experts. In the other case, it was the text of a person who has left the comment on a forum. It is possible to notice, that if the writer lacks knowledge in the given subject sphere, his secondary text becomes not adaptation, but interpretation.

Conclusion

Let us note the stylistic features of the legal adapted text. The legal document has the special style, it is defined as legal sub-style within the officially-business style [9: 171]. As it is a style of written speech, it can be characterised by long sentences, complex syntactic structures, and clichés. It is the text for thoughtful reading which means possibility to return to what has already been read. Being aimed at the nonspecialist, the author-adaptator has to consider not only absence of a corresponding professional knowledge of the reader, but also that they can not be used to reading such texts. Adapted legal texts contain shorter sentences and more simple syntactic structures.

If it is the text-reaction which is taken from headings of answers to questions of readers, it is possible to note the conversational style of such texts and an orientation to the addressee. The author-adaptator repeatedly addresses to the potential reader, sometimes using style of everyday speech. Such a feature provokes high emotivity of the adapted legal texts in comparison with their texts-sources. The law text gives an ideal model of the human and institutional relations whereas its adapted text considers its application to real conditions and a concrete situation.

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STRUCTURAL-COMMUNICATIVE TYPES OF THE PERPLEXED ECHO QUESTION

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Abstract. Modern linguistics has shown us that the language is not limited to questions with the standard semantics of interrogation. Among the interrogative sentences used in the secondary functions one can find inquiries with additional emotional colourings. Perplexity is the closest emotional evaluative meaning, accompanying the interrogative semantics of a question. In the paper, one of the structural-communicative types of the perplexed question (an echo question) is considered. Two structural types of the perplexed echo question are distinguished. Detailed classification of an elliptical echo question type is given. An elliptical query can repeat the following structures: a subject, a predicate, part of a predicate and an object. The most meaningful center of the stimulus utterance (its rheme) is emphasized. In most cases, the expressive meaning of the emotional evaluative attitude to the interlocutor's statement is moved to the forefront. It is evidenced by additional emotive markers (parcellation, graphical expressive means, and repetition). The most typical structural-communicative form of an echo question that repeats the whole utterance is a construction with the direct word order, having the greater potential for expressing various emotional reactions. The structural variety of the perplexed echo questions and their elliptical form make it difficult to categorize them according to the existent classification (pronominal - non-pronominal types). The theory of actual division allows us to consider the functioning of the echo question in every single case.

Keywords: interrogative sentence / utterance; dicteme; additional emotive meaning; perplexity; elliptical and complete echo questions; actual division.

Introduction

In the process of linguistic knowledge development, the communicative potential of interrogative sentences was reconsidered. Thus, it was traditionally stated that the main feature of a question lies in its orientation towards obtaining some unknown information. This communicative function was at the heart of distinguishing the interrogative sentence and opposing it to declarative and imperative ones [1: 258-259; 2: 353-367; 3: 144-151; 4: 67-71, and others].

However, many researchers have considerably changed this narrow understanding of the functional meaning of the interrogative sentence, having also considered its non-interrogative aspects (A.M. Peshkovskiy, N.I. Zhinkin, P. Restan, F. Kiefer, R. Conrad, Y.V. Paducheva, M.M. Pozdeev, O.G. Pocheptsov, N.N. Kolesova, I.M. Kobozeva, L.A. Ostroukhova,

Y.P. Khindely, and others). These non-interrogative meanings may also include various additional emotional evaluative shades. According to P. Restan, from the point of view of semantics we can distinguish the following types of questions: informative, which can be asked with the purpose of receiving some information, and non-informative or emotional expressive questions [5].

Using the material of the Russian language, N.I. Zhinkin claimed that “the question is meant to be one of the types of the communicative objective, that is, the interlocutor’s inducement to respond to the speech directed to him or to her. If we accept these definitions, it will turn out that a significant number of interrogative questions do not possess the meaning of interrogation” [6: 23]. An interrogative sentence may express the information retrieval as well as such speech acts as supposition, perplexity and request. Using the material of the German language, L.A. Ostroukhova also distinguishes the interrogative sentences conveying an emotional reaction to the preceding utterance or the interlocutor’s action (such as surprise, gladness, fear, indignation, disappointment, etc.). [7: 6]. Y.V. Paducheva calls the interrogative utterances, expressing the question proper, “the sentences with regular semantics” (as opposed to various idiomatic interrogative constructions). She relates rhetorical questions, questions-requests, questions-offers, questions-discussions, echo questions, reflective and emotional questions (questions-surprise) to the sentences with irregular semantics [8: 81].

Perplexity is the closest emotional evaluative meaning of a question, as it expresses distrust, doubt, lack of knowledge, which are inherent in a question. In the process of real communication, perplexity is often combined with related emotions of surprise and astonishment.

A perplexed echo question (15% of all examples) is one of the structural-pragmatic types of a perplexed question together with special and alternative questions (in the dichotomous classification of the interrogative sentences based on their actual division, proposed by Professor M.Y. Blokh). Thus, in the pronominal (special) question, the nucleus (the rheme) of the inquiry is expressed by an interrogative pronoun. The rheme of the special question is open. The rheme of non-pronominal (alternative) questions is quite different from the previous one. It is also open, but its openness consists of at least two semantic suggestions presented for choice to the listener. According to this theory, the general (yes-no) question is thereby implicitly alternative, as the inquiry inherent in it concerns not the choice between some suggested facts, but the choice between the existence and non-existence of an indicated fact [9: 18].

In the words of L.P. Chakhoyan, an echo question “corresponds to a speech act connected with the mental reaction of an interlocutor towards the previous statement” [10: 83]. This mental reaction can convey perplexity, surprise, distrust.

M.V. Rybakova calls the echo question “an emotional grammatical descriptor”, which can also convey perplexity among other meanings [11: 76]. The Russian grammarians (Russian Grammar 1980) rightly noted the fact that the repetition may also present emotional evaluative meanings of surprise, perplexity and so on. In particular, they consider the so-called “elucidation-question, which repeats the vocabulary of the previous utterance and is usually complicated by the emotional colouring of surprise, perplexity, anxiety, disapproval” [12: 395]. Other scholars (Y.M. Kutyanina, G.A. Veyhman, and R.P. Avedova) also record the use of the echo question for conveying such emotional evaluative meanings as perplexity, disagreement, distrust, surprise.

The complexity of interpreting the term “echo question” is mainly due to different approaches towards its description and heterogeneity of its structure. The common tendency of the echo question analysis is defining its structural variants together with the attempt of exploring their communicative functions.

In the opinion of L.P. Chakhoyan, the echo question as a special type of the interrogative utterance can be of two communicative varieties: *a specifying question*, concerning the semantic structure of the previous statement, and *a full (entire) echo question*, which completely repeats the semantic structure of a prior utterance [10: 84].

Y.M. Kutyanina, using the material of the German language, defines *an elliptical echo question*, *an inverted echo question*, *a periphrasis* and *an echo-question-modal-evaluative-index*. The author points out that an elliptical echo question loses its interrogative meaning for expressing different emotional reactions. An inverted echo question is used as an expressive means. The third syntactical form - a periphrasis - has a metaphorical character. The fourth type has modal verbs, and it gives the modal evaluation of the denotative meaning of the stimulus utterance [13: 7].

R.P. Avedova also places such one-word sentences as *Really?* and its equivalents *Indeed?*, *Yes?*, *So?*, *Is that so?*, *Seriously?*; the echo questions like *Well?*, *Uh-huh?*, *Yes?*, *Yeah?*; and utterances like *Beg your pardon?*, *Sorry?*, *Excuse me?* among other repetitive questions. These structures correspond to the utterance as a whole [14: 11].

Types of perplexed echo questions. Elliptical echo questions

Thus, we focus our attention on the echo questions conveying perplexity and aimed at expressing an emotional reaction to the interlocutor's utterance. We distinguish the following structural types of the perplexed echo question - incomplete (elliptical) and complete. According to R. Artstein, “the difficulty in making an analysis of echo questions is explained by the fact that echo questions can appear to arbitrary sentence parts” [15: 98].

In this paper, we consider the most typical variants of echo queries with the additional emotional evaluative colouring.

Let us consider the examples where single parts and constructions of the stimulus utterance are repeated.

1). An echoed subject:

(1) He looked at his watch. "Why the devil are women always late?" he said peevishly. "She ought to have been here long ago. I've told her over and over again that if there's one thing that makes Uncle Joe furious, it's being kept waiting for his soup".

This introduction of the sex motif puzzled me.

"She?"

"Florence. She's meeting me here. We're dining with my uncle" [16].

(2) John: The boy's room is something super. There's a special closet for fishing rods and authentic equipment and even a bar.

Paris. **A bar?**

John. Where you can chin yourself [17].

In the example (1) the puzzled reaction is provoked by mentioning a female who is referred to as a longtime girlfriend. But Jeeves's interlocutor didn't tell him about their general plans for the evening. In this echoic question, the semantics of specification, which is proved by the responsive clarifying utterance, is combined with the emotional reaction to the interlocutor's statement (the lexical specifying descriptor *puzzled*). In the second example, the puzzled reaction of the boy can be explained by his father's mentioning a bar in a nursery where he intended to take his son to. That seemed very strange and inappropriate to the boy. We can suppose that in this case perplexity goes with surprise.

a). An echoed predicate or part of a predicate.

(3) Clive (looking off L.). Yes. He's sitting down under the apple tree.

Louise. **Sitting?** In this weather! Without an overcoat? He'll catch his death. Tell him to come in at once.

Clive. Perhaps he prefers it outside [18].

(4) BASHO. You Westerns are inscrutable. Let me tell you another Japanese proverb: people who raise ghosts become haunted.

GEORGINA. **Haunted?** I don't understand that. **Haunted?**

(BASHO goes out) [19].

(5) "Yes. She's in the film classes".

Barney looked puzzled. **"Film classes?"** We don't have any film classes. You sure you got the right place? Stage Two is strictly an acting workshop, with the emphasis on stage work. Ted thinks TV and movies are mostly commercial crap. Of course we'd all starve to death without it, but he's right. The stage is the only medium for an actor to really find himself, stretch himself to the limit. You must have the wrong workshop" [20].

(6) Dorothy. I'm going to knock out all four walls.

Mrs. Dull. **Knock out - what - ?** Incredible!

Dorothy. Yes, to accommodate some brand-new merchandise. Things I never kept in store before [21].

In this paper, we refer to the term "dicteme" to give a comprehensive analysis of the echo question functioning among other sentences within an utterance. An utterance (in the broad sense of the word) or a phrase as a completed act of expressing the speaker's communicative purposes is indeed a dicteme. A dicteme is an elementary topical unit of connected discourse. In the dicteme the four meaningful aspects of speech find an integral expression: nomination, topicalization, predication, and stylization. In the dialogical discourse, the dicteme is represented by one utterance. A dicteme can be expressed either by one sentence or by the unity of sentences. Within the framework of stylization, the connotational representation of the content is carried out, and it realizes situational impact upon the listener. This impact corresponds to the speaker's communicative purpose [22: 63].

In the third interrogative utterance, perplexity is coloured by anxiety about the health of a close person, who can catch a cold. In this example, Participle I of the notional verb is echo-questioned. The notional verb denotes the action which stimulated the heroine's worry. The perplexed echo question is marked with the italicized script, which shows the intonational emphasis of the sentence in speech. This echo question together with the second echoic question *Without an overcoat?* and the idiom *catch one's death* serve as a means of formation of the general emotionality of the utterance. The fourth example demonstrates the proper reaction of perplexity. Incomprehension of the interlocutor's words is emphasized by the context of the dicteme (*I don't understand that*). The repetition of the question at the beginning and at the end of the utterance can't be considered informationally redundant as these echo questions enhance the emotionality of the speaker's words. In (4) the question echoes the predicative, which is expressed by Participle II. In (5) the repeated predicative part is a prepositional phrase. In the sixth dialogue unity the infinitive as a component within the compound verbal modal predicate is echoed. However, this element of the construction can't be called rhematic. Here the most significant part of the sentence is replaced by the interrogative pronoun *what*. It was the word-combination *all four walls* that provoked a puzzled reaction. This example is remarkable for its high nerve-strain. It is evidenced by the graphically stressed pronoun *what* and by the second exclamatory sentence of the dicteme, which contains the evaluative adjective *incredible*. Thus, we can conclude that the perplexed echo questions form the general emotionality of the dicteme. In all interrogative structures, the part that evoked perplexity and distrust was echoed.

b). The repeated predicate and object:

(7) Pip. Because you like me, that's why.

Chas. *Like* you? Like *you*? You're the lousiest rotten snob I know.

Pip: And you like snobs [23].

The above given query is coloured by strong indignation and perplexity. The emotionality of the echo question is enhanced by the repetition of the predicate and the object with a different intonational pattern (the alternating emphasis on the predicate and then the object in two successive questions). It should be emphasized that in echo questions we often observe the substitution of one of the structural parts of the preceding utterance. The personal and possessive pronouns are commonly replaced. In this text the personal pronoun in the objective case *me* is replaced by the pronoun *you*. Chas is astonished and annoyed at his colleague's supposition that he likes him. The emotional evaluative character of the declarative statement emphasizes the general emotional tone of the dicteme. The construction of the emotional assessment is very expressive due to the superlative degree of the evaluative adjective and the curse-word *rotten*.

The lexical descriptor in the author's words *puzzled* allows us to understand the emotional semantics of the following question. The emotions of the heroine are caused by the fact that she doesn't understand the meaning of the question. In reality, the husband has never beaten her:

(8) She was pulling the curtain to cut off the lights that smashed right into her visitor's eyes when she said, "Your husband. Does he hurt you?"

"**Hurt me?**" Violet looked puzzled.

"I mean he seemed so nice, so quiet. Did he beat on you?" [24].

In the next example, the predicate and the object are graphically separated. The object is emphasized by the logical stress (the italicized script in writing). It testifies to considerable excitement of the heroine. The echo question expresses Janey's perplexity at the news that her husband married her not because she was a good match but for compassion and sympathy. Here perplexity goes with strong unpleasant surprise.

(9) "...I'm sure he loves the fact that you have personality and your own opinions, but he also married you because he thought you were a beautiful, sweet girl who was completely sympathetic... to *him*. He feels like he rescued you..."

"**Rescued? Me?** Did he actually say that?"

"Not in so many words, but... let's face it, Janey, you didn't always have the best reputation" [25].

3). An echoed object:

(10) "I think I figured out how we can get Boozy off our backs and still win you your Nobel Prize," he said. "**Boozy?**" She looked puzzled. "What's Boozy got to do with anything?" This was one of those moments when the only way out was straight through. "He saw us back by the pond," Ken said [26].

The first question of the dicteme is a puzzled echo question (the specifying descriptor *puzzled*). The repetition of the object conveys the heroine's

incomprehension at their mutual friend Boozy's participation in this risky business.

Complete echo questions

Now let us analyze complete echo questions expressing perplexity. From the point of view of semantics, perplexed echo utterances which repeat the entire structure of the stimulus sentence, denote perplexity combined with surprise caused by something strange and unexpected. It is quite evident that the echoer is puzzled not at some separate part of the prior statement but at the interlocutor's proposition as a whole.

Let us look at the example where the entire declarative sentence is echoed:

(11) Eddie: Catherine, I don't want to be a pest, but I'm tellin' you're walking wavy.

Catherine: **I'm walking wavy?**

Eddie: Now don't aggravate me, Katie, you are walkin' wavy! I don't like the looks they're givin' you in the candy store. And with them new high heels on the sidewalk - clack, clack, clack. The heads are turnin' like windmills [27].

In the example given above the echo question comprises the semantics of perplexity, incomprehension and Catherine's objections, insulted by false accusations of her brother-in-law, who is in love with his wife's younger sister. Those accusations are not true; they're evoked by the man's secret passion.

By the following question the dialogue participant shows his perplexity. The emotionality of the interrogative dicteme is intensified by the pause, which is expressed by marks of omission in writing:

(12) "I followed you here, Lance".

"You... followed me?"

"That's right" [28].

The echo question in the following extract expresses a very strong feeling of perplexity, misunderstanding of the speaker as a result of something utterly unexpected and inexplicable. The omission of the auxiliary verb *was* testifies to the speaker's excited emotional state. From his wife, the narrator learns about the arrest of their mutual friend. However, she does not resemble a criminal at all.

(13) "She was arrested," she said.

"Donna... arrested?" I was astounded. Donna was mouselike. Organized. Gentle. Apologetic. Anything but likely to be in trouble with the police.

"She is home now," Sarah said... [29].

In the following situation, Arthur's perplexity is caused by his friend's belief that he is in love with his wife. Moreover, the latter seems to be very pleased with it.

(14) Tony. Now Arthur. Don't make a fool of yourself over this.

Arthur. **I... make a fool?**

Tony. It's quite reasonable [30].

In the above given texts, the questions have non-inverted word order which is not typical of the interrogative utterances. Nevertheless, the structural variant of the question with the direct word order possesses greater potential for expressing various emotional reactions. M.S. Saidova claims that "conveying non-interrogative communicative meanings is more common for interrogative sentences with the direct word order" [31: 1].

Actual division and the structural-semantic status of an echo question

However, while considering the echo question within the framework of the present analysis, the issue about its structural-semantic status may arise. Thereupon it would be logical to analyze this interrogative type from the point of view of the actual division theory. It is evident that the echo question can be referred to either pronominal or alternative types of the interrogative sentences. However, for all that we must consider the preceding and the following utterances. For example:

(15) Kay [confusedly]... Anyhow, you came into it, I think, Alan.

Alan [amused and puzzled]: **Came into what?**

Kay: I can't remember. And I know I was listening to mother singing all the time [32: 151].

In the above given example the question is formed on the basis of the element of the semantic structure of the previous utterance that needs specification. Here, together with the semantics of specification the question has also an emotional colouring of perplexity. We can refer this question to the pronominal type because the interrogative word programs the filler of the rhematic position in the response sentence in accord with the nature of the inquiry. The heroine doesn't give a definite answer only because she doesn't possess this information. The singularity of the interrogative form for this sort of the echo question, when the interrogative pronoun is placed in the logically emphasized position, makes it unnecessary to do the superpositional rhematic test.

However, even if the interrogative word is missing the echo question may imply a pronominal (special) question:

(16) Boyle. An' now, Mr. Bentham, you'll have to have a wet.

Bentham. **A wet?**

Boyle. A wet - a jar - a bowl! [32].

In case of the elliptical structures, which can be viewed as a logical component of the actual division system [9: 16-17], it is expedient to use the method of "syntagmatic filling" [34: 180-188]. The perplexed echo question presented above expresses the character's misunderstanding caused by the

use of the nonce phrase *to wet one's whistle* in the meaning of *to drink*. In this very case, judging by the given answer, we can conclude that the question *A wet?* is equivalent to the special question *What is it (a wet)?*, as it marks the rhematic prospective of the response utterance. The same is true for the similar examples (1) and (2).

Let us give another example. The non-pronominal question requires either confirmation or negation. The complete echo question in example (11) is equivalent to the non-pronominal (alternative) question, as it expresses the semantics of specification together with conveying the speaker's emotional attitude. Sometimes it is necessary to do the rhematic testing. The superposition of the utterance *You... followed me?* may be presented as follows:

The question: *You... followed me?* = *You... followed me - not followed me?*

The answer: *That's right.* = *Yes, I followed you.*

With the help of this transformation we can see, that the answer closes the suggested alternative according to the interrogative-rhematic program inherent in it. However, the attribution of every structural type of the echo question towards one or the other kind of the interrogative question is not univocal. Therefore, the analysis of every concrete example ought to be carried out in the situational context.

Conclusion

The examples show that the echo questions can be uttered as a response to a declarative sentence, which is more typical, as well as to interrogative and negative ones (examples 8 and 14). The utterances, in which only separate structures of the preceding statement are repeatedly nominated, tend to be more numerous. The following parts of the sentence: the subject, predicate, part of the predicate and the object can be echoed. The part that evoked the strongest doubt, incomprehension and disagreement is uttered. In other words, the most significant, rhematic component of the stimulus utterance is repeated. In these interrogative sentences, the purely specifying semantics is combined with the expression of the speaker's emotional attitude towards the information received. In most cases, it can be stated that the emphatic expression of the emotional evaluative attitude is brought to the forefront. It is more evident in the examples 3, 4, 6, 7, 9, 12-14. These questions have additional markers of emotionality: parcellation (the separation of the predicate and the object into different interrogative sentences), phonetic-graphical emphasis, repetitive questions. In echo questions, we often observe the substitution of one of the parts of the preceding utterance. The personal and possessive pronouns are commonly replaced. In the examples of complete echo questioning, the direct, non-inverted word order with a question

mark is retained. The graphical expressive means (marks of omission) are commonly used to reveal the characters' great emotional agitation.

The echo question with an additional emotive meaning of perplexity is a highly emphatic expressive means of conveying one's emotional attitude towards the interlocutor's utterance. The puzzled echo question together with other sentences of the dicteme can form the general emotional tone of the utterance.

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**CROSS-LANGUAGES FIGURATIVENESS
IN TRANSLATOR'S SPEECH (BASED ON RUSSIAN
TRANSLATION OF TURKISH NOVEL "THE BLACK BOOK"
BY ORHAN PAMUK)**

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Abstract. The study deals with cross-languages figurativeness as a metalinguage category, characterizing the speech of a bilingual speaker. The metalinguage category is researched using Russian translation of Turkish novel "The Black Book" by Orhan Pamuk. Russian variants of Turkish image-bearing vocabulary units and text fragments proposed by a professional translator V. Feonova are evaluated in terms of their structural and semantic equivalency to the original.

Keywords: cross-languages figurativeness; literary translation; cognitive metaphor; image-bearing vocabulary; phraseology.

Introduction

Figurative aspect of language means being an explicator of a national language world image as well as figurativeness of language created by the author (author's linguistic world image) in a literary work to reflect his personal vision of the world is a topical research issue in modern linguistics. National language world picture determines cultural and associative background of a literary text as the author is regarded as a native speaker and a prominent representative of the culture he belongs to. This background is transparent for readers - native speakers and representatives of the same culture. However, problems of adequate transfer of the author's images, expressed in the text using linguistic means of the native language, into a foreign language (especially if a language does not belong to the same language family) may arise concerning accuracy of conceptual meaning as well as figurative and symbolic cultural associations. A translator of a literary text has to be aware of figurative vocabulary and stylistic means, encompassing figurative charge of a literary piece while providing an adequate translation.

Figurativeness as a linguistic category is defined as a quality of language and text units to denote a fragment of reality (object, quality, process, situation) allegorically by analogy with a definite fragment of reality (object, quality, process, situation). Words and expressions are considered figurative if they are characterized by two dimensional semantics. Their relational notional meaning is expressed metaphorically or metonymically: by pointing at

original percept-image, expressing meaningful characteristics of denoted phenomena, allegorically. Typical figurative representations of a national culture communicated by the semantics of figurative lexical and phraseological units are based on universal cognitive metaphorical and metonymical models which are characteristic to human cognition [1].

Semasiological and cognitive-discourse theory of figurativeness is discussed in Russian linguistics in the works of such authors as N.F. Alefirenko [2], N.A. Ilyuchina [3], N.A. Luk'yanova [4], G.N. Sklyarevskaya [5], V.N. Teliya [6], etc. The authors of the article also make references to the works of researchers from Tomsk linguistic school founded by O.I. Blinova [7] and E.A. Yurina [1, 7]. The concept of language figurativeness is also presented in the works of foreign linguists, such as V. Evans [8, 9], S. Glucksberg [10], W. Raymond, Jr. Gibbs [11]. Cognitive aspect of figurativeness theory is based on widely recognized ideas by of G. Lakoff and M. Johnson [12], which were further developed in the framework of modern cognitive theory of metaphor by R. Gibbs [13], A. Barcelona [14], A.N. Baranov [15], A.P. Chudinov [16] and others.

Cross-language translation of figurativeness in a literary work is one of the most challenging and important tasks for a translator. Various aspects of this problem are presented in the concept of cross-language lexical and phraseological equivalency in translation theory [17-22], as well as in the works dealing with typological study of metaphors and figurative systems of different languages [23-27].

The purpose of this article is to study interaction of figurative systems of different languages in the process of translation. The interaction is defined as decoding of the figurative system of the source-language and its conversion to the figurative system of the target-language - native language of a translator. The original text of Turkish novel by Orhan Pamuk "Kara Kitap" [28] and the text of its translation into Russian by V. Feonova [29] serve as material for the given study. The original text and the translation of the novel are rich in figurative language units and are highly metaphorical. It can be explained by a semantic and stylistic multilayered nature of the novel whose detective plot is combined with sketch-publicistic analysis of the history and current situation in Turkey and with symbolic, mythological cultural context of the Islamic East. As a result, the translator had to preserve metaphorical nature and figurativeness of the original text in the condition of structural and typological language difference as well as Slavic and Turkic cultural mismatch.

Research

Methodology

Russian and Turkish pairs of identical or semantically close figurative words and expressions proposed by a translator as cross language

equivalents are regarded as the smallest units for the analysis. 1 089 Russian figurative words and expressions were collected by continuous sampling from a target text, these units were matched with their Turkish equivalents from the source text and their cross language figurative equivalency was evaluated. The units under analysis were represented by figurative lexemes, language metaphors, set figurative comparisons, figurative idioms and author's metaphor, which either match or differ structurally in two languages.

Language metaphors - are semantically motivated image-bearing units with figurative metaphorical meaning. As a rule, language metaphors are presented in the dictionary and have a fixed meaning. For example, *issyak-nut'* "to end up, to run dry cf. the water ran dry in the spring" (in the translated text - *issyaklo voobrazhenie*) which is used by the translator for the Turkish metaphor *kurumak* (lit.: *dry up*) in the expression *hayâlgücü kuruduğu* (lit.: *imagination dried up*); the Russian metaphor *krutit'sya v golove* "to appear in one's mind" (about thoughts and images) literally matches the Turkish metaphor *aklının içinde olup biten harika şeyleri* (lit.: wonderful things that are spinning in head); the Turkish metaphor *o sihirli ilacı* (lit.: magic medicine) is translated by a figurative word *chudo-deystvennoe lekarstvo* (*wonder drug*).

Speech metaphors - context defined metaphorical text word-usages, which are not registered in the dictionary but are constructed in accordance with typical metaphorical models and are easily recognized and interpreted, for example: *b'yutsya drug o druga bukvy* (*letters hit one another*) (*harflerin birbirine nasıl vurulacağını*); *bezdonnyy kolodez ikh pamyati* (*bottomless memory well*) (*hafızalarının dipsiz kuyusuna*); *on byl spuschen na vodu voennym perevorotom* (*it was put afloat as a result of a military coup*) (*askeri darbenin deniz eindirildiği*).

Author's metaphors - occasional metaphors which are unique by their metaphoric transfer and are not part of the language conventional conceptual system; such metaphors reflect the author's personal aesthetic image of the world: *Pamyat' - eto sad* (*memory is a garden*) (*Hafıza bir bahçedir*), *gorod-son* (*city is a dream*) (*rüyaşehirden*), *boyus' videt na lizach mrachnye bukvy* (*I am afraid to see gloomy letters on faces*) (*harflerin karanlık yüzlerinden korkuyorum*).

Phraseological units - semantically indivisible, fixed combinations which are characterized by a stable holistic meaning of a component structure: *kozha da kosti* 'very skinny (about a person)'; *chto igolkoy kolodez kopat'* "to do a labor-intensive and time-consuming activity" (*iğneyle kuyu kazar gib*); *peresazhivaemsiya s loshadi na ishaka!* 'to descend to a lower level (about quality of life)' (*attan inip eşeğe biniyoruz, hayırlı olsun!*).

Hypotheses

Comparative study of Russian-Turkish image-bearing vocabulary units reveals cross language figurativeness as a mental category characterizing interplay of figurative verbalizing codes reflecting vision of the world. These codes are in meta-linguistic perception of a translator and belong to different language systems. Cross-languages figurativeness was researched in the works by E.V. Karmazkaya [30], where it is presented as a unity of representations in the form of images, pictures, frames appearing in the mind of a non native speaker perceiving image-bearing vocabulary units of a foreign language. Following this idea, N.F. Aliferenko speaks about cross-language figurativeness of phraseological units, assuring “possibility of phraseological figurativeness transfer cross-linguistically” [2: 52]. According to N.F. Aliferenko cross-language phraseological figurativeness “is based on the reference ability of mental modeling in the cognition of native speakers of different languages during the perception of cognitive discourse contour of related phrasemes” [Ibid: 53].

We understand cross-language figurativeness as a metalinguistic and metatext category being part of language cognition of a bilingual person and actualized during the process of decoding of figurative system of a native or a second language into another language correspondingly during cross language communication. Decoding of native language figurativeness is done automatically without any cognitive effort, while decoding of foreign language figurativeness can be communicatively difficult which is determined by language and culture knowledge. Only in case of high communicative competence in foreign language decoding of figurativeness into native language will be successful. A decoding process of native language figurativeness into a foreign language is seen as the most difficult which is proved by the results of psycholinguistic translation study employing Turkish and English metaphors done by A.P. Saygin [27]. The difficulty is explained by the fact that language cognition of a native speaker incorporates the whole system of metaphorical models and figurative meanings (typical for a particular lingua-culture), which are transmitted by the system of figurative means of a native language. In the context of a foreign language a speaker perceiving conceptual meaning of a foreign language easily finds an equivalent for an image-bearing vocabulary unit from the native system of metaphorical models and figurative meanings. The situation is reverse in case of decoding native figurativeness into a foreign language: not possessing the figurative code of a foreign language in full, the speaker has to use extended descriptions to convey figurative meaning which can lead to an inevitable loss of expressive and cultural connotations.

Translation of metaphorically loaded texts emphasizes cross language figurativeness as a cognitive category which determines tactics and strategies

of translator's speech activity. The strategy aimed at preservation of figurative meaning of the text determines the tactics of equivalent translation of an image-bearing vocabulary unit and search for such foreign language image-bearing units which are capable to create the same effect of figurativeness which a native reader obtains while reading the original.

Purpose. The purpose of the given research is to conduct a comparative analysis of image-bearing vocabulary units presented in the target text in terms of their structural, semantic, stylistic and cultural equivalency match to language units of the source text. The analysis of such kind will help reveal the type of cross language figurativeness explicated in the speech activity of the Russian translator while working with the Turkish literary text.

Findings and Analysis. At the first stage of the analysis image-bearing lexical and phraseological units were identified in the source and target texts. Then semantically related Russian-Turkish pairs which were explicated in translator's activity as image-bearing equivalents were matched. For example, the Russian image-bearing unit *unizit'* "offend, insult, figuratively, place in a lower position by offensive words and actions" is an equivalent to the Turkish image-bearing unit *küçümsemek* "offend, insult, figuratively, make smaller by offensive words and actions".

At the second stage a comparative analysis the Russian-Turkish equivalents semantics as well as their text realization was done to measure degree of equivalency between lexical figurative systems of the source and the target texts in terms of language and literary image translation accuracy.

At the next stage semantics and text realization of related Turkish image-bearing units from the source text were evaluated in accordance with the following criteria: 1) match or mismatch of image-bearing language units used by the author and the translator; 2) match or mismatch of a direct concept meaning of image-bearing language units; 3) match or mismatch of an image ground of the units in the source and target texts; 4) match or mismatch of evaluative connotations; 5) match or mismatch of culture and symbolic associations.

Complete semantic and structural match was found in such metaphors as: *rus. utohut' v podushke* "o sink in a pillow" - *turk. yastığa gömülmek*; *rus. proskol'znut'* "to pass by unnoticed" - *turk. süzölmek*; *rus. rayskoe mesto* "a place of paradise" - *tur. cennetyer*; such image-bearing words with metaphoric inner form as: *rus. nevynosimyy chelovek* "with unbearable character, which is figuratively impossible to bear (about a person)" - *tur. dayanılmaz kişi olacağıma* originated from a Turkish verb *dayanmak* "to hold, to bear some weight", lit.: *a person whom it is impossible to hold*; such phraseologisms as: *rus. kozha da kosti* "about someone who is very skinny" *turk. bir deri bir kemik* (lit.: *just skin, just bones*); such author's metaphors as: "*neterpenie, kotoroe, kazalos', vot vot perel'etsya cherez kray, kak sbezhavshee moloko*" lit. *impatience which looks as if it will slop over like a*

ran away milk - turk. "*kaynayarak birdenbire taşan bir tencere süütün tatsızlığıyla içinde hissetti*".

Lack of structural equivalency was found in cases of formal structure mismatch of image-bearing language units in the source and the target texts. For example, image-bearing comparison in the source text is translated by a language metaphor: *nefesi tikanır gibi* lit.: *as if gasping* - *perechvatyvalo dychanie* (o chuvstve vostorga, volneniya) "took one's breath away" (about delight, excitement).

There are cases in the target text where the Turkish metaphor is translated by the Russian one which is its full conceptual equivalent but there is a mismatch in their image grounding. For example, Turkish *kendi iradesinin saflığını bozan* (lit.: razrushali *chistotu ego voli* "were breaking cleanness of his will") is translated as *razrushali tverdost' ego voli* "were breaking his tenacity". The translator could have been motivated by a common collocation use of Russian metaphors: *tverdaya volya* "hard will", but *chistota pomyslov* "heavenly thoughts". As a result, despite high equivalency in conceptual meaning the difference in image grounding causes differences in shades of meaning. For example, the character in the source text betrays his principles because of bad influence and it is accentuated that something had spoiled him, destroyed his innate purity while in the target text it was the ability of the character to counter bad influence that deteriorated and his will weakened.

The analysis resulted in the following five levels of equivalency:

1. Complete equivalency - the translation and the original are semantically, structurally and pragmatically identical. For example, the Russian phraseologism *odnim machom* "quickly, instantly" lit.: *za vremya vzmacha ruki* "for the period of a hand wave" totally corresponds to the Turkish phraseologism *bırçırpıdac* by the same image grounding. Comparative structure *slasche meda* "about the feeling of emotional pleasure compared with a pleasant taste of honey" is identical to the Turkish *baldan tatlı*.

2. Equivalency of high degree is assured by the match in characteristic features of an image-bearing unit, unity of conceptual meaning, proximity of connotations along with the mismatch of initial image grounding. Rus. *tverdo znal* (originally from the adjective *hard* "resisting mechanical deformation, retaining its structure") corresponds to *adı gibi biliyordu* (lit.: *knew as his own name*); rus. *chudodeystvennoe lekarstvo* - turk. *sihirli ilaç* (lit.: *magic medicine*).

3. Partial equivalency is determined by the image bearing characteristics of a language unit in the source and the target texts and preservation of conceptual meaning but there is a mismatch in original image grounding: *ubit' beskonechnye chasy* "to kill infinite hours" - *sonsuzluk saatini doldurmaya* (lit.: *to fill in infinite time*); *ostro oschutil* "lit. to sense sharply" - *duygusuna kapıldı* (lit.: *appeared in the flow of feelings*); *iz kozhi von lezut*

“lit. crawling out of their skin” – *can attıklarını* (lit.: *ready to give their souls away*).

4. Equivalency of low degree is found in cases when only general meaning is conveyed with the help of image-bearing language units which do not have direct equivalents in the source language: *predal smerti* (lit. brought to death) – *idam ettirdiğini* (lit.: *ordered to kill them*); rus. *prokruchival v golove* lit. *spun in his head* – turk. *yeniden kuruyordu* (thought constantly, lit.: *wound like watch in his head*).

5. Zero equivalency (absence of equivalency) is found when the image-bearing language unit is translated descriptively as there are no corresponding image-bearing language unit in Russian: *emu stalo strashno* (lit. he got scared) – *bu anlamlararasında kaybolabileceği de geldi aklına* (lit.: *he can get lost in this meanings / thoughts*); *on ne umeet rasskazyvat'* “he can't tell stories” – *parlak olabilmeyi bilmiyor* (lit.: *he can't be bright*).

Conclusion

The analysis revealed that while translating figurative system of the Turkish language the Russian translator decoded allegorically (figuratively, metaphorically, symbolically) expressed meanings using the Russian language image-bearing vocabulary recourses. This process outlined universal and culturally specific features of cross language figurativeness within two studied systems. Universal status of cross language figurativeness is assured, firstly, by the presence of basic metaphorical models, singled out by Lakoff and Johnson [12], which assure similarity of images grounded on the same mental schemes. Orientational and container metaphors are among these (rus. *ogranichivat'* lit. to border – turk. *kısıtlamak* ‘to deprive of freedom; rus. *opustoshennyy* “desolated” – turk. *boşalmış* “disappointed, the one who lost his ideal (about a person)”). Secondly, it is achieved by similarity of sentient experience, similarity of physiological, psychological and social qualities being universal for all people (rus. *gorech'* “bitterness” – turk. *acıyla* “a sense of sadness, grief, having a bitter taste”; rus. *osleplennyy* “blinded” – turk. *körolmuştu* “being totally influenced by smb., lacking critical mind”).

The differences in figurative systems are rooted in peculiar ways of linguistic coding of universal meanings (rus. *ich sny perepletalis'* “their dreams interwove” – turk. *rüyalarının birbirine karıştığına* (lit.: *mixed*), with national peculiarity of cultural tradition (rus. *lizo stalo pustym* “the face got empty” – turk. *huzurla bakan yüzü, kınalar sürülmüş kurbanlık bir koyununki kadar boşmuş artık* (lit.: *the face looks calmly as if a sheep daubed by alcan-na, which will be sacrificed*).

Structural and semantic similarity is the highest while translating linguistic, speech and author's metaphors i.e. the Russian image-bearing language unit matches the Turkish image-bearing language unit structurally

during translation. There is only partial equivalency; high equivalency is rare, while translating linguistic metaphors from Turkish into Russian. It is explained by the fact that Turkish metaphors are culturally marked and are not registered in dictionaries and other written sources. Typical images, represented by Turkish metaphors, do not often match images of the native Russians. As a result there is incomplete equivalency in translation. For example, language metaphor *vospominaniya uskol'zayut ot menya* "memories slide away from me", used in the target text, is only partially equivalent to *benden kaçan anılarımın* (lit.: *ran away from me memories*).

The translator managed to reach complete equivalency while translating the author's metaphors. Despite the fact that such metaphors reflect aesthetic vision of the author and are fresh and original, their translation does not require much effort. Translation of speech metaphors is characterized by the same feature. Speech metaphors are also occasional and are not registered in the language system, and the translator easily translates their meaning in a relatively full manner. For example, rus. *vyrastaet ego istinnyy golos* "individual writing manner, original vision and evaluation of the situation is strengthened" (about the work of the reporter, his articles) literally corresponds to the Turkish metaphorical construction *kendi gerçek sesinin yükselişine*, having the same semantics.

Phraseological units having no equivalents are the most difficult to translate. Thus, while translating idioms the translator changes them into the Russian metaphors carrying a similar image. For example, such idiom as *yüreklerine ateşler düşüren* "inspire by ideas" (lit.: *throw fire in their hearts*) is translated by personification *tronut' serdza* "lit. to touch hearts". In some cases figurativeness of the source text is lost as only conceptual meaning of an image-bearing language unit is translated. For example, turk. *Ayağıkesilince* (lit.: *legs cut into ground* meaning "somebody stayed at some place for a long time, "got stuck somewhere", that is why he stopped appearing in public") in the following context "*saat tamircisin in pavyondan ayağı kesilince*" is translated into Russian "*chasovoy master vdrug propal*" "watch master suddenly disappeared".

Direct conceptual meaning of image-bearing words and expressions is translated accurately in the majority of the analyzed contexts. Image grounding of the corresponding units in the source and target texts match completely or partially.

Image-bearing vocabulary of a literary text, as a rule, serve to express evaluation and to create expressiveness, therefore, match / mismatch of expressiveness and evaluation of the Russian and Turkish image-bearing unit of the text during translation is seen as an important feature of equivalency. As a rule, the translator tries to choose the image bearing vocabulary unit which matches the original unit in emotional, evaluation and expressive connotations.

The degree of equivalency for image-bearing vocabulary units in different languages depends on match or mismatch of culture and symbolic associations. Similarity of a stable cultural background withdraws the search for alternative ways of its presentation in the other language. Thus, many organs and parts of human body are symbolically represented in a universal, common to all people way. For example, in both Russian and Turkish such expression as *u nego pod nosom (burnudibindeki)* means “near, close”.

Cultural and symbolic connotations of precedent personal names, geographic names in particular, which are abundant in the novel (*Istambul, Bosporus, Beyoğlu, etc.*), have some peculiarities in translation. Thus, the central street *Beyoğlu* in *Istambul*, where all modern business centers, offices, banks, shopping malls are situated, is associated with western civilization for the native speakers of Turkish and symbolizes destroy of traditional culture and as result, basics of public morals. This toponym has negative culture-symbolic connotation associated with the desire to be modern and comply with the western trend, which in reality means to live immoral, criminal and evil life. To convey the same connotation in translation the translator uses image-bearing unit *na chanzheskom rynke pokazuchi pod nazvaniem “Beyoglu”* “sanctimonious market of showing of called Beyoğlu”, which is absent in the source text.

Summing up the results of the analysis we can conclude that the author’s images found in the source text are translated successfully and the equivalents chosen satisfy the goals and objectives of the literary text. Emotional effect of the source and the target texts is similar. Basic concepts constituting the author’s model of the world and based on the key categories and images of Turkish culture are preserved. Despite some differences in details (on structural and semantic level of some vocabulary units, especially idioms) the target text is equivalent to the source text in terms of its figurativeness, metaphorical characteristics and expressiveness due to a large number of image-bearing vocabulary units and other language structures aimed to convey key images of the Turkish culture into Russian.

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THEORY AND METHODOLOGY OF TEACHING FOREIGN LANGUAGES

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SUBJECT ORIENTED AND PROBLEM BASED TEXT MATERIALS AS AN OBJECT OF A FLEXIBLE FOREIGN LANGUAGE READING IN RESEARCH PROJECTS

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Abstract. The article introduces the academic research work of students with-in competence based approach, the models of academic problem based research projects taken up as means to develop flexible foreign language reading skills; reveals selection principles and corpus didactic design of text materials in a form of a macrotext, hypertext, and video course.

Keywords: problem based research projects; skills, flexible reading; selection principles; macrotext; hypertext; video course.

Introduction

Currently research work is considered as one of the main types of a professional activity of any specialist that is taken into account in the third generation federal state educational standards and is deemed as an important task in higher institutions of different profile. I.A. Zimnyaya stresses, that “the task of training students in research goes in line with the general European goal of improving the quality of higher professional education in general” as research work of each student is a must at this academic level; only in this situation education can be determined as vital and considered as a driving development force of economics, culture and the society in general [1: 8].

Information basis is considered as a necessary part of any research activity. The necessity for students to study information search strategies is highlighted in competence oriented program of teaching bachelor students and specialists when “the students are supposed to master the skills of working with profession oriented foreign language texts, be able to perceive, analyze and summarize information” [2].

When doing research we have to refer to text materials of different types (printed, e-media) that contain required information. That is why it is

crucial for the students to study efficient reading strategies in order to share this information and hence make an individual or team based decision.

Theoretical Background and Research

By the organization of academic research activity of future engineers it is essential to create the corpus of didactically designed texts as an object of flexible foreign language reading [3]. The necessity to view the text as a communication unit and main exercise component lays the fundamentals for designing the corpus of a problem based material [4: 43]. Researchers believe that the text is a “shot instant of time (moment) of a creative linguistic process presented as a particular product” [5: 524], “the unity of a more or less complete content (meaning) and speech, that generates and expresses this content” [6: 13], that is determined by “a semantic and structural completeness and a certain attitude of the author to the given content” [7: 4].

Being considered as communication center within communicative approach for teaching process the text initiates mediated interaction of a person with other individuals that results in the exchange of thoughts, knowledge, information and leads to the mutual enrichment of individuals. Talking about the role of a text as a training material unit E.I. Passov underlines that it is considered as “food” for discussions, as “any good text bears a gold-mine of situations” [8: 200]. In the policy of teaching foreign languages texts are considered particularly as an important training content component along with situations, topics, language means of all levels, skills, and abilities.

In the research works dedicated to the issue of teaching profession oriented reading, including a flexible foreign language one, the following principles were introduced and implemented for the didactic design of text corpus: profession and information significance, problem orientation, novelty, topic linkedness, notional synonymy, the presence of different and many authors, maintenance of author’s own intellectual creation, functional dependency, genre adequacy and representativeness, functional-semantic language consistency, quantitative sufficiency [9: 46-48].

The design of subject and problem oriented text corpus is required for providing the process of flexible foreign language reading and building particular speaking skills. Text corpus should be designed in accordance with didactic targets taking into account semantic, linguistic and composition components as well as the general principles applied in macro- and hyper-text. Besides it is essential to link these types of texts with the main tool of building flexible foreign language reading skills and namely problem based research projects.

By the implementation of problem based research projects the principles of subject linkedness and problem based selection of corpus are especially essential for building flexible foreign language reading skills.

By the actualization of subject and topic linkedness of corpus, by the selection, analysis and assessment of information value as well as the sequence of the use of textual information logical and semantical topic pattern (LSTS) represented as a diagram gets a special value. For example we have selected for the students of the Oil and Mining Faculty at Perm Tech LSTS based texts (Fig. 1) in English and Russian linked by the general subject content “Oil and Gas as Energy Sources” as the students got especially interested in the issues related to the methods of mineral exploration, enhanced oil recovery, offshore drilling, environmental impact of oil and gas production etc.

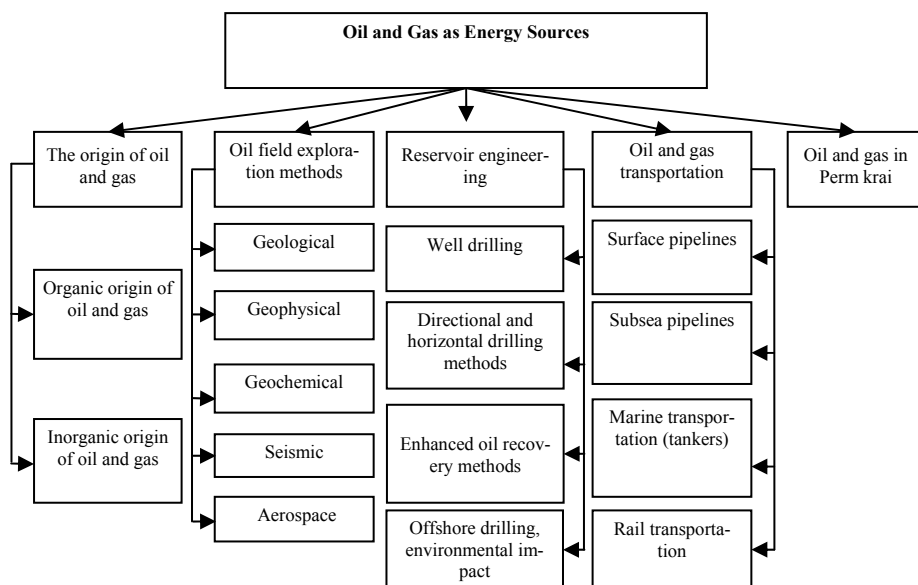


Fig. 1. Logical and semantical topic pattern “Oil and Gas as Energy Sources”

Based on such a figure the students learn perceive the information of a particular nature, specific information from texts, based not on the design of each particular text itself but on logical and semantical patterns of high generalization level [10: 78]. By the perception of information students go from general to the specific and back to a higher level of generalization that contributes to building flexible reading skills.

Due to logical and semantical pattern based reading the students start to use the internal mechanism of “generalization” [11], which means they understand the coherence of links and relations between objects and phenomena of the world around. As scientific research activity is impossible without generalization skills we believe that logical and semantical topic pattern can be deemed as a basis for creating didactic corpus of texts in order to build flexible foreign language reading skills by the implementation of problem based research projects. Thus foreign language and Russian texts or

their fragments can be used as an external information basis required for performing problem tasks on the phase of moving from goal-task to goal-outcome within a particular problem based research project.

According to the principle of topic linkedness the whole text corpus is considered as a content whole unit that contributes to gaining specific knowledge about real objects, phenomena and processes. The topics as a subject of an academic activity help integrate selected original texts designed for reading in accordance with the subject content as well as manage the identification process in terms of content. By reading we can identify the topic in the subject matter of the text and linguistic material, and then based on the title of the text we can predict its content [12: 86; 13: 90]. When selecting the topic we should consider the level of foreign language proficiency, the level of foreign language reading skills built, and future professional activity of students.

It should be noted that the work on the subject matter of text increases mental activity of students, which results in a purposeful and meaningful nature of information perception. Besides if thematic pattern of any topic or the whole field of knowledge represented as some ordering of speech elements is formed in memory, then it will be possible to appropriately forecast particular text events by reading [10: 84].

Thematic pattern kept in a long-term memory will operate as an internal information basis for the development of all the types of speech activity. By the design of an intellectual product of a problem based research project these patterns can turn into the program of a notional development of a statement from the general to the specific and vice versa. In the teaching process we should recognize that the students will be able to use in problem situations logical and semantical topic patterns in order to solve their research problems [14: 109].

Didactic corpus of printed texts is defined as macrotext (T.S. Serova, E.V. Krylova, A.S. Balakhonov, N.K. Syulzhina, S.G. Ulitina, T.G. Agapitova, I.V. Perlova, L.P. Raskopina, M.A. Mosina, T.A. Kovaleva etc.) that presents according to notional, language and composition components derived from different types of texts of many authors a part of the total information about the topic.

When talking about the consistency of each particular text and the corpus of text materials it is necessary to differentiate between their notional, communicative and structural consistency [15]. Notional consistency of macrotext is defined as a theme unity of all the units of its external pattern; communicative consistency is determined as the presence of all the constituents when each following text of macrotext adds, specifies, clarifies, or summarizes the contents of the previous one; and structural consistency is specified as macrotext divided into its component parts, units, interconnected by subject, logically and compositionally. Based on the external pattern of a

foreign text the consistency of two macrotext patterns (external linguistic and internal notional) is actualized in the possibility to penetrate into it deep pattern, to understand the notional content and perceive meaningful information [16: 7].

We use profession oriented texts in our research as we deal with future engineers and their academic and research activity should be focused on studying a specific professional area and gaining professional competences. That is why reading should also be professionally oriented together with its special features and functions [17].

The organization of an academic research activity requires actual and diverse text information derived from different materials (journal articles, leaflet texts, newspaper articles, technical manuals, conference materials, excerpts from legislative articles). It should include different views on the same issue; meet information needs of students, lead to the assignment and the subsequent use of the information in order to create an intellectual product in the form of a website as an information resource, e-training material, video, brochure, conference presentation, article and others.

Novelty and diversity of information in synonymous texts for a single topic is defined as a communication process between text authors and readers and provokes the exchange of this information. The creation of own information, fixation of thoughts, ideas, knowledge during interaction process brings about the formation of new concepts [11], which means new knowledge that is a must for the research work in any scope of activity.

Developed and theoretically grounded arguments, functions and the pattern of e-didactic text corpus for teaching foreign language reading is considered as hypertext which presents a special method, size and the technology for presenting, organizing and designing information. Digital texts have several characteristics that set them apart from traditionally printed linear texts; it is a supertext, a new way and method to capture information, a personalized world cognition model [18: 25]. Hypertext comes out as a technology of presenting designed information, the set of interlinked elements via key words of e-text hyperlinks or text fragments.

Being an available information source hypertext is determined as a reading object that gives students the opportunities to find, select information and thus engender individual micro-hypertexts on research topics for the following in-depth studies in order to create own intellectual product. A didactically designed hypertext refers to the scope of knowledge, includes pattern units of macro-hypertext, information fragments interrelated on the level of theme and rheme relations as well as global, basic and local key semantic points as hyperlinks in a form of words and word-combinations [Ibid: 8].

Student research activity is directly connected with Internet information resources; hence hypertext taken as a didactically designed text corpus is defined as an essential object of flexible foreign language reading.

Internet information resources have certain advantages over printed texts: access to Internet information resources at any time, rapid transmission of data of any amount and type for any distance, long-time storage of information, images and video in computer data, editing, processing etc., the transfer of the materials obtained on own media and rapid exchange of materials, working with the materials in convenient places, data search from diverse resources and data use for educational purposes; more than that it gives the possibility to use teaching audio and video records, animation, graphic inserts, slide-show, training classes per skype etc.

For the students who are involved in problem based research projects there should be a didactically designed hypertext both in English and Russian because when doing research a student needs to study and compare different points of view for the same topic. Scientists from different countries usually carry out research on similar topics, thus the more information the better project outcome. The study of research topic materials in the native and foreign language helps students express their own point of view on the issue with confidence and assess the thinking of other students.

Quantity specifications of text materials required for performing problem based research projects are stipulated by flexible foreign language reading where different authors present diverse views on the same topic as only “the synthesis of information from many resources and its translation into the native language helps get knowledge and polish the opinion about the object” [17: 3]. Thanks to the accumulated experience of methodologists who studied the functions and specifications of macro and hypertext we can suggest combining subject and problem based designed printed texts together with digital texts (on discs, flash cards etc.).

Problem based text materials are a necessary part of work on academic research projects as up-to-date information lets students search, assign new information and use it in their project work. Speech is determined as “an act in a problem based situation”, as “speech act starts with a need. This act-engendering link complies with the break out of a problem based situation” [19: 25-29]. “Thinking along with the speech is grounded on a problem based situation” [20: 19]. By comparing different thinking experience, the system of evidence and argumentation derived from different texts students learn deploy the idea about same issue in different ways and distinguish new contrasting data.

Method

Problem based text material and its value help students greatly activate the process of flexible reading as in academic process all the attention of students is focused on identifying the main idea, real phenomena and processes. Selected texts should represent diverse statements of authors on de-

bated issues. Students should read the texts very attentively, grasp the meaning of how different authors handle the issue, take most efficient ways of solving the problem and produce individual or team based creative ways for dealing with a problem. Only active interaction of a student with text authors and their joint thinking activity engendered by reading, the process of solving mutual professional issues and problems of social value contribute to the development of new ideas, new intellectual product and flexible reading skills.

In our research we have selected for the students of the Oil and Mining faculty the issues related to the general subject content “Oil and Gas as Energy Sources” that lets the students find a way to handle the key issue stated in the text title:

- The age of hydrocarbons or information technologies?
- Exploration of hydrocarbons and the selection of field development methods.
- Enhanced oil recovery of deep depleted reservoirs.
- Economic impacts of oil and gas industry.
- Environmental impact of oil production.
- Geopolitics and energy resources.

Thanks to the diversity of types of chosen problem based research projects, and namely: 1) academic information and linguistic; 2) academic information and cognitive; 3) academic communicative and information projects – we can ensure a constant involvement of students in the process of information exchange in speech communication. Developed and theoretically proven models of flexible foreign language profession oriented reading guarantee efficient information exchange [21]. It is defined as “a dynamic interaction of the subtypes of reference and informative reading that shows up in their shifting and matching and is specified by an individual and team based goal-task and goal-outcome” [Ibid: 35].

Conclusion

Interaction form, the value and urgency of different student research project topics, orientation on the joint result that involves each team participant altogether create the conditions for active students’ involvement into working process, subject-subject interaction, and active information exchange. Selected texts and problem oriented tasks performed during academic research project work expand students’ knowledge in the professional area, contribute to the development of professional discourse and build flexible foreign language skills.

Based on research carried out in the sphere of video discourse [22] we can say that video discourse can be taken as an information basis (video fragments about oil and gas transportation, mineral exploration methods) as well as one of the ways to design the corpus of text materials. The content of

video materials has informational, practical and emotional value for students and helps consider individuality as one of the leading teaching characteristics in terms of individuality and activity based approach [23: 98; 24-26].

Thus didactically designed corpus of subject oriented and problem based texts as well as theme designed video course which are used in academic research projects for building flexible reading skills represent content and emotional fundamentals for searching, assigning and transferring data that helps determine information and identify communicative-cognitive needs of students. Thanks to subject and problem orientation of given information we can ensure the involvement of individuals into interaction in order to achieve mutual outcome in a form of a joint intellectual product. This process intensifies academic research activity, improves flexible foreign language reading skills and determines efficient and purposeful professional activity of students.

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COGNITIVE READINESS FOR INTERCULTURAL COMMUNICATION AS AN ESSENTIAL COMPONENT OF INTERCULTURAL COMPETENCE

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Abstract. The article deals with the implementation of cross-cultural oriented training to higher vocational school language education. The necessity of a student's cognitive personality development in the process of intercultural competence formation is discussed. The intercultural competence structure that includes three levels of parameters (the level of the basic parameters, the level of key parameters, the level of cognitive parameters), necessary for effective cross-cultural interaction, is presented. The notion of "cognitive readiness for intercultural communication", which is, to authors' opinion, crucial for the productivity of intercultural communication is introduced. It consists in conscious attitude to intercultural communication as the process of the world cognition, its goals and objectives, process and outcomes. The stages of the educational process aimed at integrated development of communicative skills of intercultural communication and cognitive readiness for intercultural communication are described. They provide the integrated development of different cognitive strategies as part of communicative language teaching. The examples of exercises that help implement cognitive orientation of training into the development of students' communicative skills within one lexical and grammatical topic are proposed. Pedagogical conditions to be created in the educational process are referred. These include: 1) polymodality of students' perceptual experience; 2) multiaspectiveness of communicative exercises that allows combining different cognitive strategies; 3) a specific sequence of exercises; 4) the dominance of group work activities that provides students with the opportunity to solve communicative tasks in collaboration, integrating various strategies of perception, processing and interpretation of foreign language information.

Keywords: intercultural competence; cognitive readiness for intercultural communication; information processing strategies; cognitive parameters.

Introduction

Intercultural orientation of language education is one of the up-to-date requirements, caused by globalization and multiculturalism. Intercultural paradigm, "which has become the ontology of a modern education" [1: 52], as far as foreign language education is concerned, has been developed within the framework of an intercultural approach (N.I. Almazova, S.G. Ter-Minasova, P.V. Sysoev, V.V. Safonova, V.P. Furmanova et al.), which is "based on the study of how behavioral traits of different cultures identified in the course of cross-cultural and socio-cultural studies affect the interaction of individuals as the bearers of these cultures" [2: 211]. According to P.V. Sysoev, "at the present stage language education performs as the pro-

cess of acquiring knowledge about the cultural diversity of the world, the language spoken, and the relationship between cultures in the modern multicultural world, as well as the formation of active stance towards life and the ability to interact with people from different cultures and countries according to the principle of the dialogue of cultures” [3: 7].

The principle of intercultural dialogue as an attribute of language education is a common approach to the teaching materials development and languages and cultures training, in which the greatest importance is given to not what students will learn and what intercultural interaction skills they will obtain during language and cultural knowledge acquisition. According to P.V. Sysoev, “learning language from the perspective of the dialogue of cultures is considered effective if due to comparing and contrasting cultural phenomena the students will learn: to see not only the differences but also similarities between their own and a foreign culture; to perceive differences as a standard attribute of coexistence of different cultures in the modern world; to form a proactive stance directed against cultural inequality, discrimination and vandalism” [Ibid: 37].

Intercultural communication

It is in the dialogue of cultures the cognitive skills of understanding own culture and other cultures are developed. The dialogue of cultures can develop only on the ground of cultural relativism, which is the basis for effective cooperation. Cultural relativism is based on the idea that the behavior of each person in the intercultural environment cannot be interpreted according to any standard; it should be interpreted only in terms of a particular situation. Thus, the cultural differences are acknowledged, but not assessed, since different types of cultural behavior should be assessed and understood only in terms of a specific socio-cultural situation. Relativism recognizes “the need for people to belong to different cultures, but it is required to respect not only themselves but also others” [4: 18].

Awareness of otherness, according to M. Bennett, begins “with the recognition of cultural differences as a necessary condition” [5: 249]. Initially linguistic and nonverbal differences are realized, finally value differences are realised. In turn, this helps to adapt to a different culture, which “begins with empathy and ends with the formation of pluralism, the essence of which lies not so much in recognizing cultural differences, but in a more adequate understanding of the specific situations of intercultural communication” [4: 19]. Thus, the teaching of foreign languages on the basis of the dialogue of cultures is intended to ensure the adequacy of understanding between speakers of different linguocultures in intercultural communication, which is determined by the degree of coincidence of their mental images [1: 71]. Consequently, one of the conditions for the effective cross-cultural interaction is *the*

ability to recognize and analyze the communicants intercultural differences, which requires a certain personality traits such as tolerance to different views on life, to another personal experience, to other norms and cultural beliefs as well as empathy, respect for cultural traditions and behavioral differences, the ability to communicate adequately in a foreign language and so on. Having the mental images of own and other cultures, a person should be able to reflect on the difference between these images and then incorporate them into intercultural communication.

Thus, the system of language education and the methodology of foreign language teaching in terms of higher vocational school aims to develop students' abilities and personal qualities needed to achieve mutual understanding and effective communication with the representatives of the studied foreign language culture. A new conceptual model of language education advocates discursive synergetic model, which takes into account the fact that teaching a foreign language is "the complex process of knowledge acquisition, revealing the implication of interpersonal communication, the acquisition of lexical and syntactic rules, mastering the socio-cultural skills of language communication" [6: 94]. Intercultural orientation of the communication in a foreign language teaching will consist in teaching students the conceptual system, world view and values of native speakers; shortening of cross-cultural distance, teaching them to adapt and to affect other cultures and other cultural environment in order to develop an optimal strategy for cooperation and communication in a foreign language [7: 184]. The introduction of intercultural aspects of professional activities into teaching foreign language to future specialists allows organizing training with respect to the specific traits of intercultural interaction, developing communicative skills and the ability to solve professional problems adequately specified characteristics of intercultural communication. All these requires a fundamentally new content of the educational process that brings about changes both in area of knowledge students should acquire and methods of teaching.

In this respect the formation of such a level of intercultural competence that allows the individual to "go beyond" his values and ideas and become an active participant of intercultural communication becomes the urgent objective of a modern foreign language education at the university. Therefore we consider it appropriate to interpret intercultural competence in this article as an integrative quality of a person, characterized by a set of communicative and cognitive resources, and expressed as certain knowledge, skills and abilities that allow him to be an effective participant in cross-cultural communication. This quality is formed within specific psychological pedagogical conditions created by the teacher in the training process. The development of intercultural communication skills should be aimed not only at mastering the skills that ensure adequate perception, interpretation and production of foreign-language texts, responsible for the success of the interaction on the ground of the understanding of communicative behavior and promoting ade-

quate psychological perception of the communication partner, but also at the development of individual's cognitive parameters accumulated in the process of acquiring personal experience when dealing with communication problems in a cross-cultural interaction, which help student to lower the level of uncertainty, to adapt to new reality and enable mutual cognition. These parameters relate to the individual's ability and thus can be formed in a properly organized teaching process.

Cognitive readiness to intercultural communication

The necessity to develop the student's personality on the above parameters requires the formation of a particular personal quality that characterizes value-conscious attitude to intercultural communication as a way of learning about the world, its goals and objectives, process and outcomes. In this respect, we believe it is necessary to introduce the concept of *cognitive readiness* for intercultural communication, which reflects the cognitive abilities of an individual to interact in terms of intercultural dialogue. It seems to us that this quality of an individual is a prerequisite for the successful intercultural competence formation. Cognitive readiness for intercultural communication is manifested in various fields of intercultural communication and performs a precondition and index of personal development.

The introduction of the concept of cognitive readiness for intercultural communication requires us to specify the components of intercultural competence as a set of skills underlying the effective intercultural communication that perform substantive and procedural content of teaching. In accordance with the requirements to the quality of foreign language proficiency level, assigned in state standards and normative documents [8], we distinguish three levels of parameters, ranked according to the degree of development priority in the teaching foreign language process based on intercultural paradigm (Table).

The *first* level includes basic parameters, which provide productive communicative behavior in a foreign language communication within the socio-cultural context.

The *second* level includes key parameters that should be added to the parameters of communicative skills, language, and some range of socio-cultural knowledge of the language spoken, a psychological readiness of students to participate in intercultural communication. The parameters of the second level are the intercultural-directed since they add intercultural component that transforms the parameters of the first level and brings them to the cross-cultural environment of foreign language communication.

The *third* is the level of cognitive parameters that constitute the concept of cognitive readiness for intercultural communication, which serves a cognitive-psychological basis for effective cross-cultural interaction and a

springboard for finding ways to optimize active learning of students, including metacognition.

Intercultural communication skills

The level of basic parameters:
ability to produce and interpret a text in a foreign language;
ability to communicate according to the norms accepted in a foreign language;
ability to interact and reach mutual understanding
The level of key parameters:
ability to identify, perceive, interpret, analyze and compare cultural phenomena of both own and foreign cultures;
ability to communicate with respect to cultural values;
ability to accept and respect a foreign culture without prejudice, stereotypes and discrimination
The level of cognitive parameters:
maturity of cognitive processes responsible for successful performance in unusual conditions;
ability to manage and vary own communicative behavior;
conscious communicative behavior and adequate choice of information processing strategies according to the communicative situation;
openness towards other culture cognition and psychological, social and intercultural differences perception

The development of cognitive readiness for intercultural communication requires special organization of educational process, which will be aimed at both the development of communicative abilities of students, and the abilities of students apply different groups of strategies to process information: modes of perception and foreign language information organization; strategies of analysis and foreign language information processing; methods of objective interpretation and critical evaluation from the perspective of intercultural dialogue.

Implications to EFL teaching

Basing on the steps of the communicative competence development, adopted in modern methodology [9: 119] we find it necessary to provide sequential development of different information processing strategies at orientation, operational and creative stages.

Orientation stage correlates with the step of introduction and situational mastering of linguistic units and socio-cultural aspects of communication. From the perspective of cognitive readiness development the emphasis is put on the strategies of conceptualization, responsible for the perception and ordering of linguistic units in learners' cognitive structure and the development of their conceptual framework. Since in educational process the strategies perform as methods and techniques students apply to solve communicative tasks at this stage a teacher should provide a variation of activi-

ties requiring categorization, classification, generalization, systematization, contextual guess, making correlations, as well as strategies underlying such perceptual processes as the feature selection and identification. Consequently, the emphasis should be put on such activities as creating mind-maps, grouping, giving definitions, understanding and developing tables, charts, diagrams, finding similarities etc. Conceptualizing of a new material in a foreign language can also be achieved by establishing associative bonds which allows to link new concepts to students' existing knowledge and their personal experience.

Operational stage is concerned with practicing new material in different situations of intercultural communication in which students use new information in different contexts while performing different communicative tasks. At this stage the focus is on the ways of information processing and analyzing. In other words, the purpose of this stage is to gain experience of performing in different communicative situations, applying different strategies of information processing. Therefore, in terms of the development of cognitive readiness for intercultural communication an emphasis is put on the development of such strategies as synthesizing, analyzing and inference based on a set of activities aimed at establishing logical links, contrasting, making comparisons, looking for relevant information, drawing conclusions and inferences through logical induction and deduction.

Creative stage corresponds to the fluent use of the acquired material in new situations. It is aimed at developing strategies of critical evaluation and objective interpretation of new foreign language information from the perspective of intercultural dialogue. At this stage the emphasis is put on hypothetical and problematic situations that encourage students to critically assess cultural differences based on objectivity and understanding that "different" does not mean better or worse. Problematic nature of tasks allows a teacher to develop tolerance to unrealistic experience, based on the acceptance of the information that is consistent with the existing knowledge and beliefs. This task is very difficult for students with intrinsic intolerance to unrealistic experience, but to overcome this inconvenience is essential for the success of intercultural communication, in which the ability to accept and understand new and extraneous information plays the key role. Hypothetical or imaginary situations, in which a student can use his imagination and feelings, develop emotional thinking and sensory affective way of encoding information. They are aimed at developing skills to express their emotions in the way that doesn't offend wittingly or unwittingly the feelings of others. At this stage it is also important to provide the conditions for the integrated application of various cognitive strategies in solving one problem. To achieve this goal a group project can be used as it brings together the efforts of several students in the group with different cognitive styles, ensures

their cooperation, creates a situation of choice for each student in the allocation of responsibilities.

Thus the teacher should provide gradual actualization of all the strategies and skills essential for intercultural communication. In the course of training organized according to the stages stated above a student masters not only communicative skills but also acquires ability to manage his communicative behavior within intercultural communication. Cognitive readiness for intercultural communication implies that students have certain skills that can be described as task-oriented, productive, and integrative. It determines both the operational level of a student's cognitive sphere and emotional sphere responsible for his psychological readiness to interact with people from another culture, enrich his world view with accepting other norms, cultural values, traditions, to overcome stereotypes, etc.

The teacher organizes training according to the stages with the help of communicative tasks various in the format and form that are aimed at practicing the same kind of vocabulary, grammar and cultural material from different perspectives thus allowing teacher to implement the principles of individualization and differentiation within common learning environment. The diversity of the strategies involved is provided with different learning conditions. Various tasks imply different strategies necessary to perform communicative task. Students perform reading, listening, speaking tasks (to prepare a monologue, to discuss, to debate) that require different ways to process information.

Conclusion

Thus, the development of cognitive readiness for intercultural communication is realized by such an organization of educational process in which:

1. The same new material is presented in different ways and with regard to different modalities of perceptual experience. For example, if the communicative situation is preceded by a printed text that gives students an idea about the features of this or that aspect of the culture of the target language and demonstrates the contextual use of other cultures and concepts of foreign language, the perception should be enhanced with visual aids or organograms. New sociocultural material may be introduced with the help of video, visual aids with the help of illustrations, as well as, if possible, with the help of objects associated with cultural realities of the country into consideration, the use of which helps to activate students' kinesthetic memory, as well as subject-practical and sensory-emotional styles of encoding information.

2. Multiaspectiveness of communicative exercises, which allow combining different cognitive strategies, is provided.

3. A specific sequence of exercises, which involve various strategies responsible for the effectiveness of cross-cultural communication, is provided with the help of: 1) the relevant communicative tasks instruction; 2) discursive introducing of a situation to the students; 3) methodological aids.

4. The dominance of group work activities that provides students with the opportunity to solve communicative tasks in collaboration, integrating various strategies of perception, processing and interpretation of foreign language information.

So, since the efficiency of communication between people from different cultures is largely determined by national mentalities of the communicants based on their cognitive and conceptual systems, intercultural orientation of the teaching process is closely connected with the problem of students' cognitive development within the foreign language learning at higher vocational school and involves the development of the worldview by means of a foreign language. The inclusion of cognitive component in the process of a foreign language learning gives students an idea about the culture of interpersonal and intercultural communication as a complex system, the awareness of the features of culture and language of the people, enhances their world view. This determines the specific content of a foreign language teaching process and a set of competencies required for successful cross-cultural communication, which aims to develop the range of skills at three levels: the level of basic parameters, the level of key parameters, the level of cognitive parameters.

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DIRECTIONS OF LINGUISTIC EDUCATION INFORMATIZATION

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Abstract. This paper addresses the issue of informatization of linguistic education. The author a) denotes the conditions of informatization of foreign language education, b) defines the main directions of informatization of language education, c) considers the prospects of development of these areas. Under main directions of linguistic education informatization the author proposes the following: a) development of methodology for the selection of teaching content, development of methods and forms of teaching foreign languages; b) selection of the content of teaching; c) selection of methods and forms of teaching foreign languages and culture; d) development of new innovative methods of using information and communication technologies in teaching foreign languages and culture; e) development of new generation teaching materials, which integrate various ICT in the process of teaching foreign languages and culture; f) development of systems of computer control of the development of students' language skills and abilities; g) setting up a system of teacher training to use ICT in language teaching; h) development of conditions for keeping students' information security.

Keywords: informatization of education; information and communication technologies; language education.

Introduction

The current stage of development of the Russian education system is characterized by its dynamic informatization. The transition to a new paradigm of education from “learning for life” to “learning throughout life”, the development of skills of independent educational and cognitive activity and self-education, and the introduction of the competence-based education model focused on the practical use of knowledge, skills and abilities led to a new look at the education process as a process of acquiring strategies for the active accumulation and processing of information with a view of its further practical application. Informatization includes the whole range of measures from the computerization of schools and the development of software to the formation of information culture of the students.

In this regard, I.V. Robert interprets informatization of education in the broad sense of the term as “*purposefully organized process of providing the sphere of education with the methodology, technology, and practice of creation and optimal use of the research and pedagogical, educational and methodical findings focused on the realization of the opportunities of the*

information and communication technologies (ICT) used in the comfortable and health-saving environment" [1: 105].

Linguistic education is an integral part of the general secondary, special secondary and higher professional education in Russia. In this connection, computerization of linguistic education in general is carried out along the same lines as the other branches of knowledge. At the same time, foreign language as an academic discipline has its own specifics distinguishing it from the other humanitarian disciplines. Therefore, for the methodical purposes it's necessary to single out and to consider the main trends of information in relation to linguistic education, accentuating the peculiarities of a foreign language as a subject. In the methodology of foreign language teaching the informatization of linguistic education is interpreted as a set of measures to provide the whole process of learning and acquiring foreign language and culture of the target language country with the methodology, technologies to develop new educational and teaching materials, methods to use the new information and communication technologies in education, training and retraining of teachers capable for extensive practical use of the potential of information technologies under health-saving conditions [2]. This definition helps to identify the following eight major areas of the informatization of linguistic education.

1. Establishing the methodological framework for the choice of education content, development of methods and forms of teaching foreign languages and cultures under informatization of linguistic education.

The methodology is interpreted as a set of cognitive tools, approaches, methods and techniques used in the methods of foreign language teaching. The dominant approaches to teaching language and culture under informatization of education will be the following: competence, personal-pragmatic, communicative and cognitive, socio-cultural and multicultural approaches. Competence and personal-pragmatic approaches are the general scientific approaches which characterize the implementation of a specific model of education, including the teaching of certain disciplines. Communicative and cognitive, socio-cultural and multicultural approaches are specific approaches representing the specifics of teaching particularly the foreign language and culture of the target language. In particular, cognitive approach which presupposes acquiring foreign language and culture of the target language country as a result of conscious assimilation of necessary knowledge for the use of language and development on their basis the oral skills, was developed and interpreted within the framework of ***communicative and cognitive approach*** introduced by A.V. Schepilova [3]. From the viewpoint of this approach, the educational process should be organized in line with the activity-oriented teaching to solve communicative and cognitive tasks involving considerable amount of comparative methods of language teaching, high level of students' autonomy in choosing the means and strategies of teaching.

Communicative and cognitive approach presupposing improvement of cognitive abilities of the students effectively implements the developmental potential of the multilingual communication, promoting formation of the students' meta-linguistic awareness - the ability of the students to think about the form, function and nature of the language at the various levels [3: 14].

The **socio-cultural approach** to foreign language teaching introduced by V.V. Safonova [4] aims to develop the student's identity as a cultural and historical entity, the bearer of group and individual socio-cultural characteristics and his role as a subject of cultures, integrative general cultural and communicative skills to use a foreign language as a means of intercultural communication. According to this approach, socio-cultural education should be implemented on a widening range of cultures (from the ethnic, super-ethnic cultures, social subcultures to the geopolitically marked regional-continental cultures and world culture) and in the context of their dialogue. The methodological dominant in this approach is the system of problematic culturological tasks aimed at the use of foreign language and sociocultural competence in the situations of intercultural communication [4: 63]. Socio-cultural approach was further developed in the **multicultural approach** to teaching foreign language and culture introduced by P.V. Sysoyev [5-7]. Linguistic multicultural education involves the cultural diversity of the thematic content of the teaching materials in foreign languages and language courses for every type of culture (ethnic, social, religious, professional, territorial, etc.), thus creating favorable conditions for the multicultural development of the students. With this approach the students will develop an idea of cultural diversity as a normal coexistence of cultures in the modern multicultural communities of the countries of native and target languages. Co-studying of cultures of the modern multicultural communities of the countries of native and target languages would promote the broadening of socio-cultural space and cultural self-identification of the students (identifying his place in the spectrum of cultures), as well as the development of the ability to take an active part in the struggle against the cultural aggression, cultural vandalism and cultural discrimination.

The subject-object relations in which the student is perceived as a passive recipient of knowledge, changed by the subject-subject relations: the student became an active participant of the educational process capable to use his knowledge in practice, to recognize the value of the acquired knowledge and developed skills, to understand the need for self-education throughout their lives and, thus, to be competitive in the modern ever changing labor market. In this regard, the competence-based approach does not change the overall personal and pragmatic orientation of the education, but on the contrary, emphasizes it, focusing on the *practical component* of students' activities and on the outcomes.

It should be noted that the term “competence approach” has been introduced in pedagogics only recently, but in the methodology of foreign language teaching the focus of the educational process on the outcome - communication in the language with the representatives of different countries and cultures in terms of “communicative competence” - for several decades stands out as one of the basic goals of foreign language teaching.

Thus, the methodological basis of the informatization of the linguistic education is not entirely new and hitherto unknown in the methodology of foreign language teaching. However, due to their didactic properties new information and communication technologies *contribute to better implementation of these approaches in practice*. If under the traditional model of interaction “teacher-student” much depended on the personality of a teacher more or less capable to go to the person-oriented model of teaching, the new information technologies provide the teachers no choice but to implement the methods of active teaching, to create the individual trajectories of training and to support the autonomous educational activity of the students.

Complete implementation of the all mentioned approaches while identifying the purpose and effect, the choice of contents, methods and forms of teaching contributes to the training, education and personal development of a student by means of a foreign language and culture of a target language country under informatization of education.

The choice of content of teaching foreign language and culture under informatization of linguistic education

Modern academic and nonacademic (authentic) Internet resources create favorable conditions for the *development of cognitive activity* of the students. The use of the modern ICT in the educational process will help to develop the ability to search, select, evaluate, classify, summarize and present new information. Certainly, the development of the skills of cognitive activity in the process of teaching foreign language and culture at the higher school will contribute to the development of the skills of autonomous learning in the field of foreign language teaching throughout life.

Language database (linguistic corpus) and multimedia Internet resources on the culture (cultures) of the target language country (thematic web sites, online encyclopedia, virtual tours of galleries and museums) can *greatly enrich and expand the linguistic and cultural practices of the students*. The whole palette of the modern Internet resources creates the didactic basis for the linguistic multicultural education: formation of ideas about the cultural and linguistic diversity of the countries of native and target languages [8]. The thematic content of the curriculums can go far beyond the existing curriculums and teaching materials, the students can acquire the different variants of the target language used in the social and cultural contexts.

Social services, Web 1.0 services (e-mail, web forum) and Web 2.0 services (wikis, blogs, podcasts) allow organizing network interaction among all the participants of the educational process, including in a foreign language. Moreover, social services and Internet services can serve as platforms for the implementation of telecommunication projects, partners in which may be the students from different countries. At the same time, along with the *formation of foreign language communicative competence*, the real purpose of linguistic education will be the *formation of the intercultural competence of the students*, their ability to contact with the representatives of other countries and cultures, recognizing their cultural identity.

Thus, the content of teaching foreign language and culture under informatization of linguistic education should be focused on a) the development of students' motivation to learn a foreign language and to use it to obtain the necessary information and to communicate with the representatives of different countries and cultures by the new information and communication technologies; b) the formation of foreign language communicative competence in the receptive (listening, reading) and productive (writing, speaking) types of speech activity; c) the formation of intercultural competence; d) development of cognitive activity of the students; e) development of skills of autonomous learning; f) development of reflective activity of the students. The development of the all mentioned aspects occurs comprehensively, where every aspect is a part of an integral mechanism for training, education and personal development of a student.

The choice of methods and forms of teaching foreign language and culture under informatization of linguistic education

Methodological basis determines the choice of methods and forms of teaching foreign language and culture under informatization of education. The changes in the methods of teaching foreign language and culture are conditioned by the transition from the subject-object to the subject-subject model of teaching. In the traditional subject-object model of educational interaction between the teacher and learner the tutors widely use the information and receptive and reproductive methods of teaching in which the students are treated as the passive recipients of information. Their main task is to receive from the teacher the certain amount of knowledge and to memorize it. The transition to the subject-subject model of teaching involves the active use of the method of *problem-based learning, the heuristic method and the research method* [9]. These methods allow under conditions of informatization of education to use widely the *distant forms of teaching*: access to the bulk of the target material, interactive communication of the students and teachers in the education process, providing students with the pos-

sibility for self-education to adopt the target material, as well as in the educational process by means of information and communication technologies.

The implementation of the methods of active teaching under conditions of informatization of education allows complete using of the didactic potential of the information and communication technologies in the development of students' self-education skills. Under the self-educational activity, according to N.F. Koryakovtseva, we should understand "the kind of cognitive activity regulated and controlled by the student as a subject of this activity and aimed at the development of subject knowledge and skills and the cultural and historical experience" [10: 14]. Participation in the autonomous productive educational activity means that the student:

- participates in the specification of the objectives of foreign language teaching and correlates them with his real interests and needs;
- actively participates in projecting the outcomes of foreign language teaching and identifying criteria for its evaluation;
- together with the teacher and his fellow students chooses the most appropriate and effective forms and methods of training;
- monitors the process and success of his language acquisition;
- evaluates the real achievements and the possibilities for the use of foreign language in practice;
- evaluates the productivity and experience of his educational activity;
- evaluates himself, defines "me-position" [Ibid: 16].

At the first stage the organization of autonomous educational activity of the students may be carried out according to the proposed algorithm with the clearly identified stages and roles of the each member of the educational process. At the advanced stage, the students will develop their own individual trajectory of the project, solve the proposed educational task. It involves the formulation of the problems the solution of which will lead to achieving the goal, hypothesis formulation, choosing the methods to solve the problem, developing algorithm, conclusions, evaluation and reflection.

It should be noted that from the viewpoint of didactics the mentioned above active methods of teaching correlate with the communicative method of foreign language teaching, focused on the formation of foreign language communicative competence of the students - proficiency in a foreign language as a means of communication.

Developing innovative methods of using ICT in teaching foreign languages and cultures

Certainly, the implementation of the new information and communication technologies in the educational process requires the development of the new and innovative methods of teaching foreign language and culture of the target language country under informatization of education. At the same

time it is important to realize that the ***use of a specific resource or Internet-based technology*** for the development of specific types of speech activity or for the formation of socio-cultural and intercultural competences ***should be conditioned*** not by the general trend of “teaching *everything* by ICT” but by the ***adequacy, efficiency and usability of using this Internet technology to solve a specific educational task!*** As an example, consider the development of the ability to write personal letters. To develop writing skills we can use both blog-technologies [11] and wiki-based technologies [12]. In the blogs only one person may appear as the author of the post. Other project participants can get acquainted with his written statement and participate in the network discussion. Wiki technology exists to create a single document by several people. Because in the real life the author of the personal letter is one person, to develop this writing skill it would be appropriate to use blog technology. To address the same problem by wiki technology would be inauthentic and non-communicative.

Despite the fact that ICT was introduced into the methodology of foreign language teaching just recently, however, in the scientific and educational literature it has already formed a considerable corpus of works in which the authors developed methods of teaching language skills, types of speech activities and culture by means of a certain Internet-technology and identified the efficiency of its use in the educational process. In particular, recently they have developed the following techniques:

- using educational Internet resources in foreign language teaching (M.N. Evstigneev, P.V. Sysoyev) [13];
- using e-mail group for the formation of intercultural competence of the students [14, 15];
- using web forum and blog-technology for the development of writing skills and for the formation of sociocultural competence [11, 16-18];
- using wiki technology for the development of students' writing skills [12, 19, 20];
- using podcasts for the development of listening and oral skills of the students [21];
- using linguistic corpus in the formation of the linguistic oral skills [22].

According to the student-centered approach the choice of a particular technology or methods of teaching foreign languages and cultures should be carried out taking into account the interests, needs, abilities, motivations of a particular group of students.

Developing teaching materials of a new generation, integrating different kinds of ICT in the process of foreign language teaching

Didactic opportunities of the modern information and communication technologies make it possible to restructure the presentation of teaching ma-

terial. At the moment, along with the traditional textbooks students can use educational Internet resources - resources created by the teacher for the training purposes on the target topic: hotlist, multimedia scrapbook, treasure hunt, subject sample, web quest [13]. These resources are already known to most teachers, they are simple to create using network software Filamentality.

In the long term the textbook in a foreign language with the linear form of presentation will be replaced by the electronic, multimedia, interactive tutorial having a hypertext and interactive structure. In addition to textual information (although it can be developed entirely on external resources) with the internal and external links to the Internet resources, it will contain illustrative material, audio and video podcasts, will be able to provide access to a "virtual reality". Access to the external Internet resources on the target topics allows students to develop cognitive activity and significantly enriches their linguistic and cultural practices. Interactive tests precisely indicate the student his problem areas and redirect to the appropriate resources. The multilevel nature of the future textbook allows students choosing individual educational trajectory.

Developing systems for the computer-based control of oral skills and formation of language skills of the students

Developing systems for the computer-based control of oral skills and formation of language skills of the students is another innovative direction of the informatization of linguistic education. At the modern stage there is a software that allows you to implement communicative control of the development of the forms of speech activity, and not only receptive types (listening and reading), but also productive (writing). The international standardized language exams, in particular, the computer version of TOEFL (Test of English as a Foreign Language) can serve as examples of the wide use of the software of this kind. However, despite the high reliability, some of the tasks of the computer-based tests raise questions among the scientists-methodologists. In particular, the criteria for evaluation of an essay in the computer version of the TOEFL test are as follows: strict adherence to the format of a written statement (introduction, main part, conclusion) and the use of the words-connectors. And the most important - the content of the work and the depth of the thoughts of a written statement - can't be assessed by a computer. Nevertheless, it is a modern experience of using computer technology in the evaluation of oral skills, which, of course, will be improved and in the nearest future will meet the needs of the students and modern methodological requirements. Besides, within the framework of this trend the electronic versions of the alternative testing methods (e.g. e-portfolio) should be developed.

Organization of the system for training and retraining of the teachers in the field of informatization of linguistic education

Training and retraining of the teachers under informatization of linguistic education is one of the most relevant trends of informatization of education, because the impossibility to introduce the modern ICT into the educational process of teaching foreign language and culture is conditioned by the inability or rather incompetence of the teachers in the use of modern ICT in the educational process. In this regard, there is an urgent need for relevant training courses and retraining of teachers. Currently, many Institutes of Professional Education in the various regions of the country offer such courses, where the teachers of different disciplines are enlisted in the same group. It should be emphasized that the content of training within this program must necessarily include both *invariant component* (relevant for the teachers, regardless of the profile) and *variable component* (focusing on the use of ICT while teaching a specific discipline). For example, the invariant component may contain information on the didactic features of the social services and Web 2.0 services. Within the framework of the variable component the foreign language teachers become familiar with the specific oral skills that can be developed on the basis of each of the Web 2.0 services (blogs, wikis, podcasts), and examine the methods for the formation of the components of the foreign language communicative competence by a particular service. It should be noted that Russian scientists carried out a serious work to prepare the training programs for the teachers in terms of informatization of education. I.V. Robert, S.V. Panyukova, A.A. Kuznetsov and A.Y. Kravtsova [23] developed an invariant part of the refresher course, including general didactic issues. The variable part of the course (in relation to the foreign language teachers) which represents the specifics of teaching a foreign language by the new ICT is represented in the works by P.V. Sysoyev and M.N. Evstigneev [24, 25].

However, the re-training should not be limited by the one course. There are online communities of subject teachers from the different regions of Russia, where they can get acquainted with the experience of the others and share their own experiences of using one or another Internet-based technology in teaching, participate in the online conferences, video conferences, discussions on the professional forums, etc. One of such communities is the Association of *e-Learning Pro* specialists which integrates the professionals in the sphere of distance learning. Participating in the discussion of the topical issues of computer pedagogy, the teachers will constantly improve their professional competence and thus implement in practice one of the basic postulates of the XXI century - "Learning throughout life"!

Developing measures to ensure information security of the students

Along with the many benefits offered by the modern Internet environment to the educational process it can also lead to negative consequences for any Internet user. Experience of implementing the models of distance education shows the variety of the forms of *moral and material damage* which the *interaction in the Internet environment* may cause to the students. Here are just a few examples relevant for the pupils and students:

- Using personal data of the users (passport details, dates of birth, bank account information, addresses, phone numbers, etc.) by the Internet scammers to register loans, to make purchases, online payments, to blackmail.
- Visiting sites intended for adults (18+) may contribute to child molestation.
- Loading untested programs and viruses can disable the operating system and computer data.
- Network communication with the strangers can lead to undesirable consequences.
- Excessive use of the Internet entertaining resources (online games) can lead to Internet addiction of the adolescents.

Conclusion

In this regard, there is an urgent need to train the students in the field of information security just before the implementation of the Internet projects and the organization of network education through social services and Web 2.0 services. The students will be ready for the real secure network communication in the native and target languages as far as we can teach them network communication in the educational process [26].

Therefore, the modern Internet environment, along with the undeniable advantages, carries a specific risk that must be considered in the development of foreign language teaching methods based on the new information and communication technologies. It is obvious that in the nearest future the integration of the modern information and communication technologies into the foreign language and culture teaching creates didactic backgrounds for teaching pupils and students on individual trajectories, taking into account their interests, needs and abilities [27, 28]. All mentioned above areas of the informatization of linguistic education are in close connection. Informatization of education, including linguistic education, is an irreversible comprehensive process in which each teacher should find his place and determine his share of responsibility for the development of students' skills for education and self-education in the ever-changing world of new technologies and developments.

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