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English language (UDC 811.111)

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ОБ ОДНОМ СПОСОБЕ ВЫЯВЛЕНИЯ ГЕНДЕРНО ЗНАЧИМОЙ ЛЕКСИКИ В АНГЛОЯЗЫЧНОМ ТЕКСТЕ

Аннотация

Гендерные особенности языка проявляются, прежде всего, на лексическом уровне. При этом основным исследовательским приемом является оценка употребительности: одни слова чаще встречаются в текстах, написанных женщинами, другие – в текстах мужчин. Основанная на этом подходе процедура гендерной атрибуции текста была опробована на обширном англоязычном материале (22 автора) и оказалась достаточно эффективной. Расположение авторов на «шкале маскулинности» позволяет ставить и решать ряд нетривиальных задач. В частности, выдвинута гипотеза о том, что по сравнению с авторами XIX века степень маскулинности современных авторов-мужчин в целом значительно снизилась, а авторов-женщин – повысилась.

Ключевые слова: английский художественный текст, гендерные особенности, гендерная атрибуция текста, употребительность слова.

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ON THE PROCEDURE TO REVEAL GENDER-INTRINSIC LEXICS IN ENGLISH FICTION

Abstract

Gender peculiarities become apparent essentially at the lexical level. So evaluating frequency of use becomes the main research method: one set of words are more frequent in the texts written by women, other ones are more frequent in men's texts. The procedure of gender attribution based on this approach was tested on a large sample of English texts (22 authors) and proved to be rather effective. The placement of authors on the "scale of masculinity" allows to put forward and solve a number of noteworthy problems. In particular, the hypothesis was advanced that compared to the 19th century authors the level of masculinity of contemporary male authors has decreased while the level of masculinity of female authors increased.

Keywords: English fiction, gender peculiarities, gender text attribution, word frequency evaluation.

The issue of sex and gender has become very important nowadays and it is a matter of utmost interest not only scientifically but also in sociocultural sphere, sometimes even on the legislative level. Sex is regarded as a biological phenomenon; consequently men are opposed to women on the basis of purely biological characteristics, including behavioral peculiarities. As to gender, it touches upon the psychological features and in this respect contrasted notions will be masculinity and femininity (Kon 2004).

In most cases sex and gender coincide yet some examples of the opposite have been reported [1].

Since gender is a sharply defined framework of social and psychological settings, it is assumed to affect the *linguistic behavior* of an individual (Maslova 2004, p. 124).

Introducing the parameter of gender into the linguistic research has opened new prospects in the analysis of various aspects of language and speech. The term itself emerged in linguistics in the 1980s, i.e. a bit later than in other humanities – History, Psychology, and Sociology. The ideas of gender linguistics, put forward by various schools and movements, are being still moulded in a system (Mamaev 2011).

It must be stressed that the human being not only understands the meaning of a judgment uttered but realizes his or her involvement in it. Hence, the word becomes a cultural archetype and is regarded as an issue that both the outer world and the speaker have impact on (Lebedev 2008). It seems clear, then, that gender speech peculiarities are most likely to manifest themselves.

The study of gender aspects has become extremely popular among linguists lately. Up to the present efforts have been focused on specific features of men's and women's speech. For example, among feminine linguistic facts the researchers enumerate frequency of usage of euphemisms; adverbs helping to avoid the utterance categoricity (e.g. *rather, quite*); exclamatory sentences, tag questions, etc. Regarding masculine facts they reckon the pursuit for word creation; tendency to the usage of archaic, jargon and dialectal words; omissions of articles and auxiliary verbs; etc. (Antineskul 2001).

From numerous published results one may infer that gender peculiarities emerge, mostly, **on the lexical level**. Ordinarily, words or phrases are considered to be feminine if they appear substantially more frequently in the texts of female writers. Consequently, one should pay utmost attention to the *usage frequency* of language units.

The reverse approach may be of interest, too: basing on the lexical statistics it is possible to study the opposite task: is it possible to specify gender attribution of the text, i.e. to predict whether its author is a man or a woman. That would make the main task of our study: we undertake to find, in any random text, a group

of lexical elements which would allow its gender attribution with a high degree of reliability.

Although it was ascertained that the usage of slang and Latin terms are characteristic of the male written speech, we should bear in mind that these phenomena are not frequent in any text. The same can be said about feminine texts which should presumably include many euphemisms and tag questions. The required solution would be turning to **function words**.

First of all, function words by their nature are very frequently used and are met in any type of texts. It is no less important that they are limited in number is limited and, thus, the process of analysis wouldn't be too laborious.

It is worth noticing that gender attribution of function words hasn't been practically studied. We can cite only one attempt to dwell with the problem. It was done on English material: (Argamon, Koppel 2006; Koppel, Argamon, Shimoni 2001).

The authors are trying to solve the problem of gender attribution by dividing function words into 'mainly male' or 'mainly female' words [2]. The algorithm was introduced which is to identify the gender of the text's author with high probability. It has been tested on the large amount of text corpora and defined gender attribution with at least 80% success rate. The result seems good enough, however there still remains some opportunity to further perfect the procedure of the algorithm application.

According to the algorithm, the articles (*a, the*) as well as demonstrative pronouns (*that, these*) are considered masculine indicators, while a group of pronouns (*I, you, she, her, their, myself, yourself, herself*) indicate the belonging to the text written by a female author. The gist of algorithm is the evaluation of frequency of every word from the list. **The frequency data are supplemented with the system of coefficients, which regulates the contribution of every word to the final result.** For example, the coefficient, or the 'weight' of preposition *with* is 52, while pronoun *who* 'weighs' only 19, article *the* – 7, etc. Thus, if *with* is found in the text 4 times, then its total contribution will be 208 (4 x 52); if pronoun *who* isn't present in the text at all, it will have zero contribution; and if article *the* appears 69 times, then its contribution will be rather substantial (69 x 7) – 483.

The total sum of weights for masculine words (*who, the, as, etc.*) and feminine ones (*with, if, not, etc.*) are counted and the results are summed up. If the total sum of feminine words turns out to be more than that of masculine ones then the text is attributed as feminine.

In spite of the authors' claim that the algorithm functions rather efficiently, their suggested set of function words gives rise to some doubts. Particularly, it is not clear why the authors include forms of the verbs *to be* and *to say* in the list. The usage of *to* is also causes scrutiny: it is clear that there is serious difference if *to* functions as a

particle (with the infinitive) or a preposition (the calculations would not take this difference into consideration at all).

With a glance to the above, we made up our minds to test the algorithm on the new selection of texts. There were selected 11 novels of British authors of the 19th–20th centuries (cf.: G.K. Chesterton ‘Father Brown Stories’ / J. Austen ‘Pride and Prejudice’, etc.) and 11 modern novels of the 20th–21st centuries (cf.: P. Ness ‘A Monster Calls’ / M. Blackman ‘Noughts And Crosses’, etc.). Taking into consideration the character of the material (function words), the corpus seems quite representative. We only confined

oneself to the analysis of three fragments from every novel – in the beginning, in the middle and at the end accordingly. The amount of every fragment was nearly the same – 1500 words approximately. The list of novels is given in the end of the article.

The processing of the texts was conducted with the help of the Gender Genie algorithm was applied to each text [3]. The algorithm allows every Internet user process a text, automatically highlighting the words relevant for the authors’ gender attribution.

The example of the initial matrix is presented in Table 1.

Table 1 – The initial matrix of the calculation results (fragment)

	Feminine words					Masculine words			
	Word	Was used, times	Weight	Total contribution		Word	Was used, times	Weight	Total contribution
Charles Dickens	her	27	20	540	the	209	6	1254	
	me	26	20	520	a	116	10	1160	
	your	12	40	480	what	15	35	525	
	
	with	43	1	43	many	4	6	24	
	myself	2	4	8	more	7	2	14	
	where	3	2	6	below	1	8	8	
	Total				4179	Total			
Ann Brontë	her	61	20	1220	the	170	6	1020	
	me	65	18	1170	as	32	30	960	
	not	65	8	520	a	86	10	860	
	should	8	50	400	what	23	35	805	
	
	myself	17	4	68	more	7	2	14	
	with	51	1	51	these	1	8	8	
	where	3	2	6	many	1	6	6	
Total				5400	Total				4939

According to Table 1, the sum of masculine words prevails in Ch. Dickens’ text (5456 > 4179), consequently, this text is written by a male author. On the contrary, in A. Brontë’s text feminine words prevail (5400 > 4939), so the text is obviously written by a female. As we see, the program has worked well in both cases.

However, having analyzed all the 22 texts, the results didn’t turn out that successful. Suffice it to say that the program has correctly attributed only 6 out of 11 texts by male-writers, i.e. made mistakes in nearly a half of the cases. Keeping to the hypothesis that basing on a limited number of function words we can make gender attribution of the text correctly enough, we have to concede that either some words from the given list aren’t appropriate, or the weight system needs correction, or both are true.

Our next step had two main aims:

- 1) making sure that the initial division of words into masculine and feminine was accurate and suggesting corrections, if necessary;
- 2) improving the weight system of the words used.

We summarized the initial matrix data of all the 22 authors. In case the algorithm attributes a word to the feminine group, than its total usage frequency in female-writers’ texts should substantially exceed that in male-writers’ texts, and vice versa.

The analysis shows that the confirmative data have been received for 10 words out of 15 (e.g. *me* was found 360 times in female-writers’ texts and only 180 times in male-writers’ texts; *your* 138 : 74 and so on). For 4 words no preferences have been spotted (e.g. *with* – 360 : 360, *when* – 160 : 150), and in one case there is even an opposite result (*was* – 860 : 1033).

Still more disappointing was the result for the masculine words. The confirmation was acquired for only 6 words (e.g. *the* – 3136 : 2330 or *as* – 486 : 293). In the rest 10 cases data were nearly the same for males and females (*these* – 36 : 35, *below* – 7 : 5, *many* – 24 : 20) or even with the prevalence for females (*to* – 1083 : 1240, *are* – 91 : 132).

In consideration of these data we have taken into account only the cases with the significant difference in the usage frequency of words in male- and female-writers’ texts (10 feminine and 7 male words). The rest of the words from the initial list were eliminated.

Our next task was to correct the weight system of the 17 words.

The way of reasoning in applying weights to words by the algorithm has been quite dim to us. Here are a few examples (Table 2)

Table 2 – The analysis of the lexical units’ weights suggested by the algorithm

	Word	Found in male- authors’ texts	Found in female- authors’ texts	Word weight
1	should	32	48	50
	around	43	49	10
	myself	37	51	4
2	we	102	169	45
	what	136	190	35
	if	118	146	28
3	a	1347	1111	10
	the	3136	2330	6
	to	1083	1240	2

The groups (1–3) contain the words of nearly the same usage frequency. As one can see, the weights in every group differ significantly, so the necessity to somehow correct the weight system seems obvious.

In working out the new weight system we took two main factors into consideration. The first one is the range of frequency difference. For example, the words in Group 2 have more differentiating force than the words in Group 1, and consequently they should be given more weight.

On the other hand, some words (especially articles) have considerably higher frequency, and applying much weight to them will cause their taking the substantial part of the general result, minimizing all other words’ role. In setting a proper weight, we

thought it reasonable to ensure that a word’s contribution to the whole sum shouldn’t exceed 25%. So, we applied the weights of 4 and 6 to the articles *a* and *the* respectively, while *if* got the weight of 28, and *myself* – 50.

Lastly, we have perfected the procedure in one more aspect. The initial algorithm only allows to attribute a text as ‘male’ or ‘female’. We’d like to go further and arrange the texts on a kind of “scale of masculinity”. This will allow not only distinguish a male text from a female one but also compare two texts of the same gender. As a result, we’ve introduced a **masculinity index M**, which may serve as an important feature of the author’s gender style. Index **M** is based directly on the masculine / feminine words’ indicator and is calculated according to the formula:

$$M_i = \frac{masc_{ai}}{av_{masc}} - \frac{fem_{ai}}{av_{fem}}$$

where M_i – index of masculinity of author (*i*);

$masc_{ai}$ – total sum of masculine words in author *i*’s text;

fem_{ai} – total sum of female words in author *i*’s text;

av_{masc} (and av_{fem}) – total sum and masculine (and feminine) words on the average in the whole group of texts.

Here comes an example of calculations for texts by G.S. Chesterton and A. Brontë. In Table 3 one can see fragments of initial data matrices.

Table 3 – Initial data matrices (fragments)

	Feminine words				Masculine words				
	Word	Frequency	Weight	Total	Word	Frequency	Weight	Total	
G.S. Chesterton	we	7	40	280	the	292	4	1168	
	be	22	10	220	a	163	6	978	
	myself	4	50	200	as	44	20	880	
	
	she	1	12	12	around	0	20	0	
	Total				1585	Total			
A. Brontë	me	65	20	1300	the	170	4	680	
	her	61	15	915	as	32	20	640	
	myself	17	50	850	a	86	6	516	
	
	be	17	10	170	around	2	20	40	
	Total				5515	Total			

Table 4 illustrates the stages of calculating the index **M**.

Table 4 – The calculations of parameters for the index **M**

	masC _i	av _{masc}	$\frac{masC_i}{av_{masc}}$	fem _i	av _{fem}	$\frac{fem_i}{av_{fem}}$	M
Chesterton	4572	3695	1,237	1585	3704	0,428	0,809
A. Brontë	2684		0,726	5515		1,489	-0,763

Table 5 – Index **M** of the whole group of authours

Male authors	masC _i	fem _i	M	Female authors	masC _i	fem _i	M
O. Wilde	6414	3348	0,83	J.K. Rowling	3904	3572	0,09
G.K. Chesterton	4572	1585	0,81	J. Cox	3268	3368	-0,02
R. Stevenson	5046	3246	0,49	M. Rosoff	3876	3991	-0,03
B. Bryson	3520	2083	0,39	Ch. Brontë	3048	3188	-0,04
A. Conan Doyle	5308	4064	0,34	M. Shelley	3148	3724	-0,15
P. Ness	3462	2396	0,29	A. Christie	2800	3503	-0,19
M. Peet	3220	2294	0,25	J. Valentine	3428	4968	-0,41
M. Burgess	2802	2095	0,19	A. Fine	4088	5836	-0,47
Ch. Dickens	3424	3509	-0,02	M. Blackman	3166	5661	-0,67
W. Thackeray	3764	4015	-0,06	J. Austen	2704	5446	-0,74
K. Brooks	3650	4088	-0,12	A. Brontë	2684	5515	-0,76

According to Table 5, index **M** attributes the texts rather accurately. Certainly, as it usually occurs, there are some borderline results when **M** approaches zero (in this category we find 3 male and 4 female authors; they are marked grey). Perhaps, further improvements of the procedure might reduce the number of such cases, however efforts in another direction seem no less promising. In fact, as we mentioned earlier, gender reflects an individual’s linguistic consciousness, and it shouldn’t inevitably coincide with his or her biological sex. Consequently, if of an author’s index **M** stands out from the rest, this should cast some doubt on his or her gender identity. To clarify the case, one may need additional

facts from related sciences – Literary Criticism, Psychology, etc. From this point of view it would be interesting, for example, to study the results of Brontë sisters whose texts turned out to be in opposite ends of the “scale of masculinity”.

In conclusion let us raise one more point. As it is seen from the list of works, our selection of fiction texts is balanced not only according to gender (11 male and 11 female authors), but also according to the time of writing (11 texts of 19th–20th century and 11 texts of 20th–21st century). This enables us to juxtapose the index **M** values of the two epoques (Table 6).

Table 6 – The correlation between index **M** and the epoque of writing (average data)

	Epoque	Masculine words	Feminine words	M
Males	19 th –20 th	4755	3294	0,34
	20 th –21 st	3363	2591	0,25
Females	19 th –20 th	2877	4275	-0,40
	20 th –21 st	3622	4566	-0,21
Range	19 th –20 th	0,74		
$\frac{M_{male\ authors}}{M_{fem\ authors}}$	20 th –21 st	0,45		

One can definitely infer, from the data, that gender differentiation among the 19th century writers is more distinct (the range is 0,74). Among contemporary writers we see some tendency for convergence, the difference between male and female authors being only 0,45.

No doubt, such facts call for more research involving new literary material.

Certainly, the urgent problem might be to develop the procedure for defining the index **M** for the material in Russian. If it is successful, this may help discover new possibilities – for comparative analysis in the first place. In particular, a very interesting task would be to analyze the cases when, for example, the text written by a female-author is translated by a male-translator and vice versa.

[1] It’s worth mentioning that English is among the few languages where “sex” and “gender” are differentiated on the lexical level.

[2] In this study the class of function words includes pronouns and modal verbs (30 words in total).

[3] The Gender Genie. URL: <http://bookblog.net/gender/genie.php> (date of reference: 19.02.2013).

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General questions relating to both linguistics and literature. Philology (UDC 80)

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АКСИОЛОГИЧЕСКИЙ ПОТЕНЦИАЛ ПОЛИТИЧЕСКИХ ПРОЗВИЩ

Аннотация

Статья посвящена изучению аксиологических возможностей политических прозвищ. Политические прозвища очень экспрессивны. Они могут быть референтными и безреферентными. Некоторые прозвища утрачивают своё исходное значение и входят в состав оценочной политической лексики. В языке политики прозвища часто выступают не только средством оценки, но и становятся идеологическим оружием.

Ключевые слова: прозвища, аксиологические возможности, выразительные слова, средство оценки, аббревиатура, референтные и безреферентные прозвища, оценочная политическая лексика, коннотация, язык политики.

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AXIOLOGICAL POTENTIAL OF POLITICAL NICKNAMES

Abstract

The article is devoted to the study of axiological possibilities of political nicknames. Political nicknames are very expressive. They can be personal and impersonal. Some nicknames lose their primary meaning to become a part of evaluative political lexis. In the language of politics nicknames often serve not only as means of assessment, but also as ideological weapon.

Keywords: nicknames, axiological possibilities, expressive words, means of assessment, abbreviation, personal and impersonal nicknames, evaluative political lexis, connotation, language of politics.

The language of modern politics tends to be less formal. On the contrary, it becomes more popular among politicians to speak like common people do, so that they would be recognized as close to the electorate. This tendency prevails especially in the USA where most people, figuratively speaking, got used to “judge a book by its cover” and are not prone to intellectual reasoning. During the electoral period politicians are preoccupied with their image and try hard as they can to win the popularity. Language in this case is one of the most important means of producing certain image and achieving success.

Regarding the fact that the language of a successful politician must be simple, smart and bright, speechwriters and image makers are very particular about the word choice. Specialists advise to choose such words and phrases that can become memorable, fresh and entertaining at the same time. That is why the language of politics contains a lot of expressive words and phrases endowed with axiological potential. Among the words having rich evaluative possibilities are political nicknames which meet all the above mentioned requirements.

Nickname – a name used informally instead of a person’s own name, usu. a short form of the actual name or a name connected with one’s character or history. Nicknames are often given at school to annoy or upset other children, and many last into adult life (Longman Dictionary, p.899).

Oxford English Dictionary gives the following definition of the word ‘nickname’: ‘A name or appellation added to, or substituted for, the proper name of a person, place, etc., usually given in ridicule or pleasantry’ (Oxford English Dictionary, 1989).

It is evident that such words as nicknames possess high axiological possibilities because they serve not only as means of assessment, but also correspond the evaluative attitude, forming the opinion concerning what is good and what is bad in the society. The negative potential of nicknames can be applied while characterizing political opponents. As for political supporters or the politician himself, nicknames with a humorous colour or positive connotation are often used. Certainly it depends on the purpose of giving a nickname.

Many American politicians especially presidents have

nicknames. It can be a short form of the personal name, for example, Ike – Eisenhower, Teddy – T. Roosevelt, Bill – W. Clinton and so on. Another form of a nickname is the abbreviation of the full name of a person, for example, JFK – J. Kennedy, GWB – George Bush – junior.

As for George Bush – junior and his father George Bush – senior, we noticed that these politicians are sometimes named as the numbers of their presidential periods – Number 41 and Number 43. For example,... Although it is currently fashionable to lampoon Number 43 for his verbal gaffes, we know that Number 41 was in a class of his own (The Daily Telegraph, Feb.14, 2004, p.6).

Anyway, nicknames make presidents closer to people. And it is their main function together with the function of assessment in the language of politics.

In course of our research we also noticed that political nicknames can be personal when there is a reference to a real person and impersonal when it is applied to a group of people or a political party or a political movement.

For example, Robbery Hillham/ Hilla the Hun are offensive nicknames given to Hillary Clinton during the period of political fight when she unsuccessfully attempted to become President of the USA. Both nicknames are personal and characterize Mrs. Clinton from the negative side, eventually contributing to the destruction of her positive political image.

Concerning impersonal nicknames, we also provide some examples. For instance, hawks and doves used to be nicknames but later became ideologically loaded political words.

Hawk – 2. a person who believes in strong action or the use of force, esp. one who supports warlike political ideas.

Dove – 2. (in politics) a person in favour of peace and compromise. (Longman Dictionary, pp.382, 605).

Other examples are donkeys and elephants, boll weevils and gypsy moths. These are nicknames of American political parties – Democratic and Republican.

Gypsy moths – those liberal and moderate Republicans in the US House of Representatives who tend to deny support to President Ronald Reagan’s domestic and foreign policies. They are called gypsy moths, in contrast to boll weevils, after a leaf-eating moth found in the north,

because most of these House members represent congressional districts from the Northeast and Midwest (Jay M. Shafritz, 1988, p.259).

Boll weevils – 1. A long used term for southern Democrats in the US House of Representatives who support conservative policies. 2. Southern Democrats in the US House of Representatives who have supported President Ronald Reagan's economic programs. Boll weevils are insects that feed on cotton (Jay M. Shafritz, 1988, p.59)

We also should mention that some nicknames tend to lose their originality and primary meaning to become a part of evaluative political lexis. Now, let's consider the examples of such words together with their etymology:

Lame-ducks — The session of Congress which came to a close on the 4th of March in the year following the election of a new president of the USA was nicknamed the Lame-duck Congress because many of those making up this session of Congress had been defeated in the November elections and would be replaced by the successful candidates on March 4th. The session of Congress which convened in 1922 was the first to be called a Lame-duck Congress and members of this Congress were known as Lame-ducks (G.E.Shankle, 1967, p.248).

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"МАТЕРИАЛИЗМ И ЭМПИРИОКРИТИЦИЗМ" В.И.ЛЕНИНА - ГЛАВНЫЙ РУССКОЯЗЫЧНЫЙ ПОЛЕМИЧЕСКИЙ ТЕКСТ 1900-Х ГОДОВ

Аннотация

В настоящей статье автор показывает сложную ситуацию, определившую конфликт в русском философском сообществе в начале двадцатого века. А.А.Богданов и В.И.Ленин, лидеры большевиков, были вовлечены в длительную полемику. Одновременно материалисты были вынуждены защищать свою теорию от постоянных критических выступлений махистов. Монография «Материализм и эмпириокритицизм» является главным отражением этой речевой ситуации. В.И.Ленин желал объяснить философские противоречия и доказать превосходство своего подхода, поэтому вы можете найти значительное количество полемических приёмов в его тексте. Анализ фрагментов «Материализма и эмпириокритицизма» помогает читателям оценить полемическое искусство В.И.Ленина. Для аспирантов, лингвистов, ораторов, политиков и студентов.

Ключевые слова: русскоязычный полемический текст, языковая личность, полемика, конфликт, эмиграция, рукопись, различные стили, оппонент, полемический дискурс, средства скрытого воздействия, полемический приём.

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«MATERIALISM AND EMPIRIO-CRITICISM» BY V.I.LENIN AS THE MAIN RUSSIAN LANGUAGE POLEMICAL TEXT OF THE 1900S

Abstract

In this article the author shows the complicated situation determined the conflict in Russian philosophical society at the beginning of the twentieth century. A.A.Bogdanov and V.I.Lenin, the leaders of the Bolsheviks, were involved in the long-lasting polemics. Simultaneously the Materialists had to defend their theory from the constant attacks of the Machists. Monograph «Materialism and Empirio-Criticism» is the main reflection of this speech situation. V.I.Lenin wished to explain philosophic contradictions and to prove prosperity of his approach therefore you can find a great number of polemical methods in his text. Analysis of «Materialism and Empirio-Criticism»'s fragments helps the readers to appreciate V.I.Lenin's polemical art. For linguists, orators, politicians, post-graduates and students.

Keywords: Russian language polemical text, language personality, polemics, conflict, emigration, manuscript, different styles, opponent, polemical discourse, providers of suggestive impact, polemical method.

Vladimir Ilich (Ilyich) Oulianoff (Oulianov, Ul'ianov, Uljanow, Ulyanov ore Lenin) (1870-1924) is a famous politician, but it should not be forgotten that he was a language personality and a philosopher too.

You can see V.I.Lenin's biography in different articles and books [Bonnell 1999; Ennker 1997; Garaudy 1968; Krupskaya 1970; Lutz 2003; Maxton 1932; Possony 1965; Prilezhayeva 1987; Service 2002; Shub 1966; http://www.encyclopedia.com/topic/Vladimir_Ilyich_Lenin.aspx].

The boy Vladimir, the second son in the family of I.N.Ulyanov, was a conscientious and intelligent student, a good skater, swimmer and chess player. Volodya liked to play chess very much. He was much impressed by his father's talk of the «darkness» of life in the villages and of the arbitrary treatment of peasants by officials. A voracious reader, V.I.Ulyanov became well-acquainted at an early age with the writings of Russian authors, from A.S.Pushkin through A.S.Turgenev to L.N.Tolstoi. From a childhood the boy was

Egghead — An intellectual; a politician with a highbrow image. The term was first used in American politics to derisively refer to Adlai Stevenson (1900-1965) when he was the Democratic nominee for president in 1952. The term fit Stevenson because he was all that the word implied, and worse – he had a balding, egg-shaped head (Jay M. Shafritz, 1988, p.184).

Both above mentioned nicknames have negative connotation. Nowadays, the word combination lame duck is used to characterize any American President serving the end of his last term without the right to be reelected. As for the word egghead, its negative evaluative potential is used while ridiculing any politician having a highbrow image (in our opinion, in modern Ukrainian politics Arseniy Yatsenyuk perfectly fits this image).

In conclusion, it is necessary to underline that any nickname has great evaluative possibilities. The peculiarity of these words concludes in the possibility to express the assessment indirectly through the axiological component of connotation. Moreover, nicknames can form certain opinion about the object of assessment. That is why, due to their persuasive possibilities, nicknames often serve as strong ideological weapon in the language of politics.

especially interested in the works of N.A.Nekrasov. The youth was also aware of such protorevolutionary writers of the nineteenth century as V.G.Belinskii, N.G.Chernyshevskii, N.A.Dobroliubov, A.I.Herzen and D.I.Pisarev. But there was no hint in these early intellectual activities that V.I.Lenin would become a revolutionary.

V.I.Lenin's philosophy is mentioned in great number of scientific works [Althusser 1971; Brockhaus 2004; Cockshott 2012; Treadgold 2002].

It goes without saying his political views are presented in various foreign sources [Harding 1977; Hubenschmid 1998; Ivanov 1970; Leites 1953].

In the revolution of 1905 V.I.Lenin was able to exercise almost no influence.

V.I.Lenin's influence among the Bolsheviks was challenged by many other militants including A.A.Bogdanov therefore «Materialism and Empirio-Criticism. Critical Comments on a Reactionary Philosophy» challenged the ideas that A.A.Bogdanov

had spread in philosophers' society in the first years of the twentieth century.

The main reason of polemics was conflict between V.I.Lenin and A.A.Bogdanov who was the head of large philosophical group. A.A.Bogdanov was known as A.A.Malinovskii too. Besides philosophy A.A.Bogdanov had already achieved great success in economy and medicine.

The period between defeat of the first Russian revolution and World War I (1907-1914) was difficult for V.I.Lenin and all the rest Materialists. The historians called this epoch as a period of reaction. V.I.Lenin had to leave Russian Empire and live in West-European countries. During emigration V.I.Lenin could write several interesting articles, books and speeches.

At the end of 1907 the leader of the Bolsheviks abandoned his base in Finland and slipped back to Switzerland therefore the monograph was created not in Russian Empire, but in Switzerland, France and the United Kingdom.

V.I.Lenin lived briefly in London in May 1908, where he used the British Museum's library to write «Materialism and Empirio-Criticism», an attack on A.A.Bogdanov's relativist perspective, which he lambasted as a «bourgeois-reactionary falsehood». Increasing numbers of the Bolsheviks, including close V.I.Lenin supporters L.B.Kamenev and A.I.Rykov, were becoming angry with V.I.Lenin's factionalism [Service 2002: 192-195].

In December 1908 V.I.Lenin went from Geneva to Paris where he worked until April 1909 on correcting the proofs of his book. The attentive author had to agree to tone down some passages of the work so as not to give the tsarist censorship an excuse for prohibiting its publication. It was published in Russia under great difficulties. V.I.Lenin insisted on the speedy issue of the book, stressing that «not only literary, but also serious political obligations» were involved in its publication.

V.I.Lenin revived his polemics against the Mensheviks, who objected to his advocacy of violent expropriations and thefts such as the 1907 Tiflis bank robbery, which the Bolsheviks were using to fund their activities. At that very moment V.I.Lenin became heavily critical of A.A.Bogdanov and his supporters. A.A.Bogdanov believed that a socialist-oriented culture had to be developed among Russia's proletariat for them to become a successful revolutionary vehicle, whereas V.I.Lenin favored a vanguard of socialist intelligentsia who could lead the working-classes in revolution. Furthermore A.A.Bogdanov — influenced by E.Mach — believed that all the concepts of the world were relative, whereas V.I.Lenin stuck to the orthodox Marxist view that there was an objective reality to the world, independent of human observation. Although A.A.Bogdanov and V.I.Lenin went on a holiday together to A.M.Gorky's villa situated in island of Capri, Italy, in April 1908, on returning to Paris, V.I.Lenin encouraged a split within the Bolshevik faction between his and A.A.Bogdanov's followers, accusing the latter of deviating from Marxism [Service 2002: 189-192].

Unfortunately the manuscript of the book and V.I.Lenin's preparatory material for it have so far not been found.

The author could unite in «Materialism and Empirio-Criticism» different styles though each of them can be defined as a layer of big polemical pie. Artistic, colloquial and scientific lexemes are concentrated in this famous monograph.

Of course the struggle was cruel in the Bolshevik party. V.I.Lenin realized A.A.Bogdanov was the most dangerous opponent though their relations were not so bad. Explores knew a century ago about photography where V.I.Lenin and A.A.Bogdanov had played chess. According to this famous image V.I.Lenin won that game. Never the less A.A.Bogdanov was mentioned in work «Materialism and Empirio-Criticism» more than 200 times. Soon A.A.Bogdanov and his colleagues were excepted from party of the Bolsheviks.

Evidently V.I.Lenin defined A.A.Bogdanov as a member of enormous community: «Here we have the true source of all Bogdanov's philosophical misadventures, a source which he shares with the rest of the Machians» [Lenin 2002: 66].

Repeat of lexeme «source» attracts the readers' attention. The author's irony is expressed by generalizing word combination «all Bogdanov's philosophical misadventures». Lexeme «misadventure» underlines the negative appreciation given by V.I.Lenin.

In many cases the polemical text includes critical statements. They concern the same opponent. For example V.I.Lenin wrote in

his monograph: «Bogdanov swallowed the bait of professorial philosophy in believing that "introjection" was aimed against idealism. He accepted the evaluation of introjection given by Avenarius himself as its face value and failed to notice the barb directed against materialism» [Lenin 2002: 97].

In this extract V.I.Lenin underlined that A.A.Bogdanov had made a mistake. The metaphor «to swallow the bait» makes this thesis vivid. To V.I.Lenin's opinion A.A.Bogdanov had not checked statements of R.Avenarius and simply had agreed with his view in vain.

V.I.Lenin drew the preliminary conclusion: «Ridicule — that is the response of the thinking scientists to the idealist philosophy over which Mach waxes so enthusiastic» [Lenin 2002: 104].

At once the sentence makes the irony the fact («ridicule») and helps the readers to distinguish real and false philosophers, foes and friends. V.I.Lenin hoped to receive emotional effect from the readers that's why the metaphor «to wax so enthusiastic» is represented at the end of the conclusion.

Then V.I.Lenin formulated the final conclusion: «No, it is those who "failed to note" that solipsism is Mach's fundamental error who are stricken with "subjective" blindness» [Lenin 2002: 105].

The construction seems to be more categorical because the hints («misadventure» and «to swallow the bait») are transformed into the diagnosis («blindness»). Also graphic method (commas) can focus the reader's thoughts on the main V.I.Lenin's idea: the defects of the Machists' theory are natural and unavoidable therefore the Materialists' conception is worthy only.

So V.I.Lenin created orchestra of the polemical methods in «Materialism and Empirio-Criticism». Each of them acts as an instrument which helps to achieve harmony and makes the sounds louder.

The book is the outcome of a prodigious amount of creative scientific research carried out by V.I.Lenin during nine months. His main work on the book was carried out in Geneva's libraries, but in order to obtain a detailed knowledge of the modern literature of natural science and philosophy V.I.Lenin went to London in May 1908, where he worked for about a month in the library of the British Museum. The list of sources mentioned or quoted by V.I.Lenin in his book exceeds 200 titles.

V.I.Lenin's well-known work «Materialism and Empirio-Criticism» played a decisive part in combating the Machist revision of Marxism. It enabled the philosophical ideas of Marxism to spread widely among the mass of party members and helped the party activists and progressive workers to master dialectical and historical materialism.

Before V.I.Lenin came to power, the old regime of Tsar Nicholas II (Emperor in 1895–1917) had kept him under constant observation because of his revolutionary and socialist ideas. To confuse the Tsarist authorities V.I.Oulianoff had used pseudonyms such as Jacob Richter and Nicholas Lenin. Later he adopted V.I.Lenin as his preferred name. In fact approximately 150 pseudonyms of the Bolsheviks' leader were lost.

Jacob Richter was the name he used when he first applied for a Reader's Ticket for the Library at The British Museum, with a reference from I.H.Mitchell, the General Secretary of the General Federation of Trade Unions. The Admissions Office was dissatisfied with I.H.Mitchell's reference because they could not locate his address. The second letter followed and a ticket was granted, which was claimed on Tuesday, the 29th, April 1902. The ticket was used for about a year. During this period he was in Britain to initiate publication of Iskra, the newspaper of the Russian Social Democratic Labour Party (RSDLP).

V.I.Lenin may have used the same pseudonym in May 1907, as there was an entry in the Temporary Admissions Register (number 3782). He later applied to use the Library under his given name of Vladimir Oulianoff. Again he was only successful on his second attempt and collected his ticket on the 22th, May 1908. He last visited the Reading Room on the 11th, November 1911.

If you remembered how hard V.I.Lenin had worked, how quickly he could finish the book you would be surprised.

The author began to collect sources in February 1908. V.I.Lenin formed almost all the monograph in October 1908.

The author was eager to present Section I and Supplement to Chapter IV in March 1909. V.I.Lenin was upset because the first search of appropriate agent was not successful.

Finally monograph «Materialism and Empirio-Criticism» was published in May 1909 in Moscow as a separate book by Zveno Publishers. Vladimir Ilin was chosen as a pseudonym by the author himself.

This classical work of V.I.Lenin achieved a wide circulation in many countries, and was published in over 20 languages [Lenin 2002 etc]. Certainly all the rest works of V.I.Lenin were published in the Soviet Union and abroad [Lenin 1983]. The articles, books, documents and speeches written by V.I.Lenin were united in the USSR in 55 huge volumes and published in the previous century.

The mentioned monograph became the hugest V.I.Lenin's work. «Materialism and Empirio-Criticism» happened to be the best reply of the Bolsheviks for permanent Machists' attacks.

After the October revolution «Materialism and Empirio-Criticism» was admitted as the symbol of V.I.Lenin's victory over the Machists, who shared conception of idealistical philosophy the most dangerous enemies of V.I.Lenin's followers. Some foreign explorers defined it as the Soviet Bible even.

Full understanding of V.I.Lenin's works will be possible if a reader involves in the process his own knowledge of the history of Russia and the 1905 Russian revolution. It goes without saying any reader should be well-educated. Difficult and long process of understanding claims that the reader is able to remember the main statements of Marxist European, Marxist Russian and classical Russian literature. Facts of V.I.Lenin's biography and the history of Russia of course can make the process much easier.

While V.I.Lenin's impact upon the world has been tremendous, and his ideas once commanded an immense following, many of the works in which he expressed his ideas were written with a specific audience in mind and dealt with issues and controversies which were peculiar to his age. In addition, it is probably fair to say that

V.I.Lenin's skills as a political agitator were superior to his skills as a writer. Consequently, the project which culminated in the completion of this manuscript posed a number of challenges.

In «Materialism and Empirio-Criticism» V.I.Lenin's presentation of these ranges from obscure to redundant, and the contemporary reader is often hard pressed to understand subtle references which were undoubtedly common knowledge in the circle of Russian emigres in which V.I.Lenin moved in the early 1900s, but which can be difficult to make sense of out of historical context. Besides V.I.Lenin's treatment of the problems of philosophy is loaded with political relevance. Indeed, it may be said that «Materialism and Empirio-Criticism» represents not as much a treatise on philosophy as a manifesto of what its author believed Marxist philosophy should be.

Thus monograph «Materialism and Empirio-Criticism» is a facet of argue between V.I.Lenin and the idealists. Only the attentive reader is able to recognize various nuances of ideology in this polemical discourse. The ideological connotations include first of all a great number of evaluation judgments constructions though context of inform can exist without such expressive markers.

These elements of V.I.Lenin's discourse are providers of suggestive impact and active cognitive process corresponding to new scientific reality. The adaptation to changed conditions and appearance of new political parties were simultaneous processes. The members of these parties felt that they were contestants. These circumstances could explain why V.I.Lenin concentrated his philosophical and political enemies' opinions in work «Materialism and Empirio-Criticism» and criticized them in different ways including hidden impact. It is possible to explain the meaning of every polemical method used in this monograph by V.I.Lenin in separate books only.

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СОПОСТАВИТЕЛЬНОЕ ИССЛЕДОВАНИЕ БЛЕНДОВ "ЖЕНЩИНА-ЛЯГУШКА" И "ЖЕНЩИНА-ЖАБА" В РУССКИХ И АНГЛИЙСКИХ НАРОДНЫХ СКАЗКАХ

Аннотация

Метафорическое восприятие действительности можно по праву назвать одним из самых древних способов познания мира. Сопоставление различных явлений и феноменов, как правило, приводит к образованию новых терминов и концептов. Подобный процесс происходит и в сказочном дискурсе. Народные сказки представляют собой способ познания действительности путём наложения особенностей животного мира на образ жизни общества. Расшифровка метафорического контекста с помощью теории концептуальной интеграции Ж. Фоконье и М. Тернера показывает национальные культурные ценности, сокрытые в английских и русских народных сказках. Цель исследования - определить соотношение фантазии, реальности и культурных ценностей в русских и английских народных сказках, описав процесс концептуальной интеграции в блендах "женщина-лягушка" и "женщина-жаба". Сопоставительное исследование антропоморфных и зооморфных исходных ментальных пространств показывает, что в народных сказках по-прежнему сокрыты социальные и культурные формы жизни, а так же традиции и обычаи, которые существовали много лет назад. За свою многовековую историю они утратили своё значения и стали восприниматься метафорически.

Ключевые слова: концептуальная интеграция, блендинг, ментальные пространства, народные сказки.

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COMPARATIVE RESEARCH OF BLENDS FROG-WOMAN AND TOAD-WOMAN IN RUSSIAN AND ENGLISH FOLKTALES

Abstract

The metaphorical perception of reality can be rightfully called one of the most ancient ways of comprehending the world. The juxtaposition of several phenomena inevitably leads to the formation of new terms and concepts. The same process can be found in the fairytale discourse. National folktales represent the way of interpreting reality by means of juxtaposing peculiarities of the animal world with the life of the society. The decryption of the metaphoric context with the help of the conceptual integration theory by G. Fauconnier and M. Turner reveals national cultural values concealed in Russian and English folktales. The aim of the research is to illustrate the correlation between fantasy, reality and cultural values in Russian and English folktales by describing the process of yielding two blends frog-woman and toad-woman correspondingly. For this analysis the structures of the input spaces woman, frog and toad are introduced. The comparative study of the integration process between the anthropomorphic and zoomorphic input spaces shows that in national folktales we can still find social and cultural forms of life, as well as rituals and customs that existed in ancient times. But for many centuries they have been metaphorically modified and lost their real essence.

Keywords: blending, conceptual integration, folktales, mental spaces.

1. The essence of folktales

All of us are quite aware of the most common plots of national folktales. We have known them since our childhood. But we don't usually think seriously about their sense. Despite the seeming simplicity of folktales, they can be examined as an encoded source of information about the historic background of a certain nation.

The origin of folktales goes back to the archaic epoch. Many scholars, like Claude Lévi-Strauss (Левин-Строс 2001), Eleasar Meletinskiy (Мелетинский 1995), Olga Freidenberg (Фрейденберг 1997) considered myths, in a close connection with rituals, ceremonies and rites of initiation, to be the origin of folktales. Therefore, national folktales passing from generation to generation have preserved fetishistic, totemistic and animistic features together with magic beliefs, practiced in earlier days.

Folktales, in this or that way, illustrate a primitive way of thinking. A great Russian and Ukrainian philologist of the 19th century Alexander Potebnya (Потебня 1989: 264) pointed out that the internal life of a primitive man is characterized by the development of fantasy, and a special inclination to personification. Olga Freidenberg (Фрейденберг 1997: 109) denotes that not only the language of the folktale is metaphoric but also its images. A rhythm and a word, an action, a thing, a character – everything we are used to in literature – are various forms of the conceptualization of reality; their structure is as metaphoric as any other figurative system. Similar ideas can be found in works of many other scholars who deal with folktale studies. They all suggest that the basis of the folktale was formed by a figurative comprehension of reality that surrounded our ancestors. Thus, the decryption of the folktale metaphoric context can lead to the revelation of ancient customs.

2. Blending

Metaphor studies cover different aspects of this phenomenon. There are various approaches to the interpretation of metaphors: traditional (Aristotle), semantic (Ivor Armstrong Richards, Max Black) and cognitive (George Lakoff, Mark Johnson). A very unusual understanding of the metaphor is presented in the theory of conceptual integration by Gilles Fauconnier and Mark Turner.

In the book *Mappings in Thought and Language* G. Fauconnier remarks,

The most surprising aspect of the organization of language and thought is the fundamental unity of the cognitive operations that serve to construct the simple meanings of everyday life, the commonsense reasoning of our daily existence, the more elaborate discussions and arguments in which we engage, and the superficially far more complex theories and artistic and literary productions that entire cultures develop over the course of time (1999: 189).

He points out various kinds of "mappings between cognitive domains that are set up when we think and when we talk" (1999: 8): pragmatic function mappings, for example metonymy and synecdoche, schema mappings, which refer to grammatical constructions, and projection mappings, as in the case with metaphors. (1999: 9-11)

As for our research, we are interested in a very important cognitive process which, as G. Fauconnier himself says, "depends crucially on cognitive mappings between mental spaces" (1999: 149), and which, additionally, deals with cognitive metaphors. It is blending.

The theory of blending is based on two Input mental spaces that, with the help of the cross-space mapping, yield a third space, the blend. The blend partially inherits features of the input spaces and possesses an emergent structure of its own. One more essential component of this process is the so-called generic space. It reflects some common structure projected from the inputs. The emergent structure of the blend appears as a result of three interrelated processes. They are composition, completion and elaboration. The projections from the inputs in their correlation produce a new structure that is not shared by them separately. This composite structure on the basis of background frames, cognitive and cultural models turns into a larger, self-contained structure in the blend, and can later be elaborated and function on its own.

Gilles Fauconnier and Mark Turner showed this process schematically as the interplay of circles, representing mental spaces, and dashed lines, reflecting the connection of mental space elements (See figure 1):

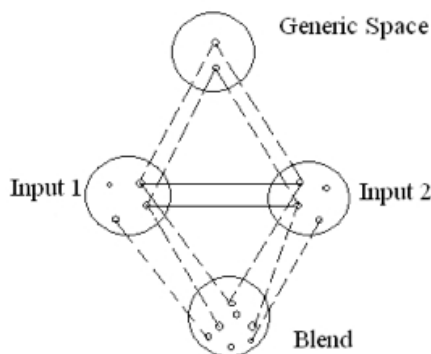


Figure 1. A full four-space blend

Mark Turner describes the process of blending as something indispensable:

Blending is not something special or costly. Blending operates almost entirely below the horizon of consciousness. We usually never detect the process of blending and typically do not recognize its products as blends. Very rarely, the scientists can drag a small part of blending onstage, where we can actually see it. But the mind is not made for looking into the mind, and as a result, we see blending only infrequently, and poorly. (2014: 18)

This is actually what we can observe in national folktales. Application of the theory of blending to Russian and English female folktale images is an attempt to understand the process of their creation. Of course, only a small part of this analysis can be dragged onstage, but this is one of the ways to understand how the human mind works.

3. Input space woman

The notion of *woman* exists in every language and is characterized by strongly marked national and cultural characteristics. Its interpretation is based upon stereotypes which have appeared due to biological and social functions carried by women. It is an input space that serves for yielding various blends both in everyday speech and in folklore.

The study of etymological and encyclopedic material has revealed some features commonly associated with women in Russian and English traditions. Thus, in the English dictionary *woman* is defined as “1) an adult female person; 2) a man’s wife or partner” (Longman Dictionary of Contemporary English 2001: 1646-1647). In any Russian dictionary “женщина” is a person contrary to a man (Большой толковый словарь русского языка 1998: 303).

According to the etymology, the Russian word *женщина* comes from the Common Slavic root *žen-*, denoting a female person of a child-bearing age, and goes back to the Indo-European root *gen-* with the meaning *generation* or *giving a life*. The English word *woman*, from Old English *wīfmann*, meant a *female person*.

Further comparative analysis of historical and cultural facts has shown that interpretation of the notion *woman* is more or less identical in both cultures. As a rule, the woman is associated with beauty, wisdom, domesticity, hospitality, maternity, caring, magic, or witchcraft, and trickiness. Of course, these characteristics are very general and may be disputed. Nevertheless, all these features can be used for building the input space *Woman* which serves as a basis for creating other mental spaces, or blends.

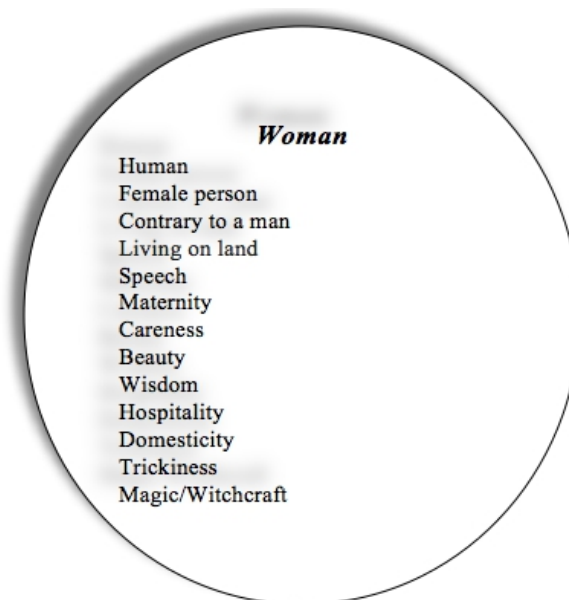


Figure 2. The structure of the input space woman

The enumeration of main characteristics in figure 2 is not built according to lexical or grammatical rules. These elements represent the so called associative line. The reason of such irrationality is human mind. In our consciousness thoughts are not produced as an uninterrupted logical chain, they are rather sudden and subdued. They are usually imposed on each other. Conceptual integration process represents a flow of thoughts, which for many years of evolution has become automatic and indispensable.

4. The formation of the Russian blend frog-woman

In the infancy of manhood animals were an entire part of human life. They were worshiped; they were sacrificed; and they were idolized. Thus, in Slavic culture frogs were considered to be the reincarnation of the female soul (Гура 1997: 381). They were also associated with wisdom, gimmick and magic forces. The last belief appeared due to their biological habits: because of their thin skin frogs sleep in the daytime and keep awake at night. So, frogs were equated to evil spirits. They were even used in magic rituals.

In general, a frog can be characterized as an amphibian capable of living in water and on land, leading nocturnal way of life. Sex

differentiation doesn't work here because the nomination "frog" is used both for a male and female unit. Therefore, the second input

space can be presented in the same way as the first one (See figure 3).



Figure 3. The structure of the input space frog

The two input spaces *woman* and *frog* have some features in common. These features are based on the associative characteristics. In the Russian culture women and frogs are

assigned such traits as wisdom, trickiness and magic. These three similar characteristics can be projected from the input spaces into a generic space:

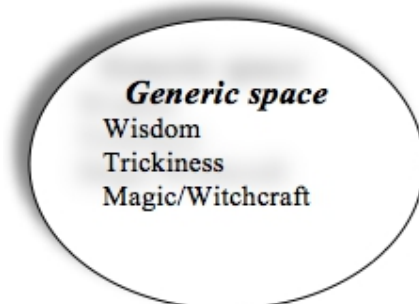


Figure 4. The structure of the generic space

After composing two input spaces, it is time to address Russian folktales and see how they interact there.

5. The yielding of the blend *frogwoman* in Russian folktales

The mental connection between the zoomorphic and anthropomorphic input spaces can be traced in different variations of the national folktale *The Frog Princess* or *Tsarevna Frog* (*Tsarevna Lyagushka*) and also *Vasilisa the Wise*. Actually, there are more than 5 versions of this tale, but the general plot is almost the same.

The tsar wants to have his three sons marry. He tells them to shoot arrows and find their brides where the arrows fall. The two eldest brothers' arrows land in the houses of the daughters of an aristocratic and a wealthy merchant. The youngest prince's arrow is picked up by a frog. Then the tsar decides to test his sons' chosen brides. The king assigns them various tasks, such as spinning cloth and baking bread. Ivan Tsarevich can't cope with these tasks without frog's help. In every task she far outdoes the other brides using magic. The other brides-to-be attempt to follow her in everything, but fail. The frog is a bewitched princess. She has to spend 3 years in a frog's skin for disobeying her father. During the last task she sheds her skin for a while and the tsarevich burns it. As punishment, he has to undergo different trials, meet up with Baba Yaga and Koschei to rescue his bride.

In the Russian fairytale the image of the Tsarevna Frog is very controversial. First of all, it can be illustrated by the changing appearances: "*Иван-царевич лёг спать, а лягушка прыгнула на крыльцо, сбросила с себя лягушечью кожу и обернулась Василисой Премудрой, такой красавицей, что и в сказке не расскажешь*" (Afanasjev 1985: 266) [When Ivan Tsarevich went to sleep, the frog jumped out on to the verandah, threw off its skin and turned into the wise Princess Vasilisa, a maiden so beautiful that you can hardly describe her].

This example illustrates the cross-space mapping between two input spaces. A human, female person, contrary to a man, with human speech who lives on land is opposed to an amphibian capable of living both in water and on land. Lexical means also prove it. For example, froggy habits are made visible with the help of

onomatopoeia: "*Ква-ква-ква! О чём Иван-богатырь, ты так запечалился!*" (Afanasjev 1985: 265) [Croak-croak! What troubles you, Ivan!]. The heroine's beauty is reproduced with the traditional hyperbolic fabulous expressions: "*такой красавицей, что и в сказке не расскажешь*"; "*такая красавица, что ни вздумать, нивгадать, только в сказке сказать*" [A maiden so beautiful that you can hardly describe her; she was so beautiful that the guests sat and stared].

The image of Tsarevna Frog is also controversial due to moral values. On one hand, she is portrayed as a skilful, domestic woman who takes care of Ivan Tsarevich and helps him. On the other hand, she is constantly using various tricks for her own benefit: "*Лягушка смекнула это, взяла замесила квашню, скатала, печь сверху выдолбила, да прямо туда квашню и опрокинула*" (Afanasjev 1985: 261) [The frog, being wise, realized their scheme. After kneading the dough it made a hole in the top of the brick oven and poured the dough through the hole].

Domesticity and caring are features typical of the input space *Woman*, while trickiness is a common feature for both spaces, as we have already pointed it out. Another similar element is magic. To illustrate it, the following example can be used: "*Лягушка тотчасподхватила Ивана – царевича и пошла танцевать; уж она плясала – плясала, вертелась – вертелась – всем на диво! Махнула правой рукой – стали леса и воды, махнула левой – стали летать разные птицы*" (Afanasjev 1985: 262) [The wise Vasilisa took Prince Ivan's hand and they danced together. And she danced so marvelously, so beautifully, that all the guests were amazed. Then she waved her left sleeve, and suddenly a lake was formed in the hall; she waved her right sleeve, and white swan floated on the lake].

A negative perception of the wise Vasilisa is connected with her relation to Baba Yaga and Koschei, the Deathless. In most versions of the tale she is their daughter. It means that she is closely related to evil spirits (this element can be projected from the input space *frog*). More than that, in search for Vasilisa, Ivan Tsarevich

goes to the 30th kingdom that in Russian folklore is traditionally associated with the other world.

Most of the elements given above belong to the input spaces. But there are also contextual elements appearing from the tale itself. The most surprising part of the plot is that a marriage between a man and a frog doesn't surprise the heroes and is considered as an accepted fact. This highlights the totemic side of the fairytale. The context of this tale can be compared with the rite of initiation spread in many ancient cultures, where a boy had to overcome different trials to prove that he is strong enough to be a man and to take a wife.

This plot also arouses interest from a sociological point of view. The Princess Frog is opposed to aristocratic and wealthy merchants' daughters. She herself belongs to lower orders. After marrying the tsarevich/prince, she changes her social status to a higher one:

«Пустил стрелу старший брат – упала она на боярский двор, прямо против девичья терема; пустил средний брат – полетела стрела к куцу на двор и остановилась у красного крыльца, а на том крыльце стояла душа-девица, дочь купеческая; пустил младший брат – попала стрела в грязное болото, и подхватила её лягушка-квакушка» (Afanasjev 1985: 260). [The eldest son's arrow fell into a nobleman's courtyard, where it was picked up by his daughter. The second son's arrow fell into a merchant's courtyard, and it was picked up by his daughter. But the arrow shot by the youngest son, Prince Ivan, rose so high and flew so far that he didn't know where to look for it. So he started

to walk, and at last he came to a marsh. In the marsh he saw a frog with his arrow in its mouth].

Thus, the blend acquires another connotation "the change of the social status".

As for the physiological motive that is also present here, the yielded blend *frog-woman* symbolizes a move into adulthood. The fact that the frog sheds her skin shows the transformation of a girl into a beautiful woman.

Therefore, in various versions of the famous Russian tale *The Frog Princess* a cross-space mapping between two input spaces *frog* and *woman* can be easily traced. The new mental space, or the blend, has partially acquired elements of the input space *woman* (a human, female person contrary to a man, capable of speech, living on land and traditionally associated with caring, beauty, wisdom, domesticity, trickiness and magic) and the elements of the input space *frog* (an amphibian, living both in water and on land, in ancient Russian culture associated with wisdom, trickiness, evil spirits and magic). The generic space is formed with features shared by both counterparts: wisdom, trickiness and magic. The main heroine in the tale symbolizes the change of social status and a move into adulthood. All these elements, having a concealed contextual meaning, also form part of the blend. Schematically, the approximate process is shown in figure 5.

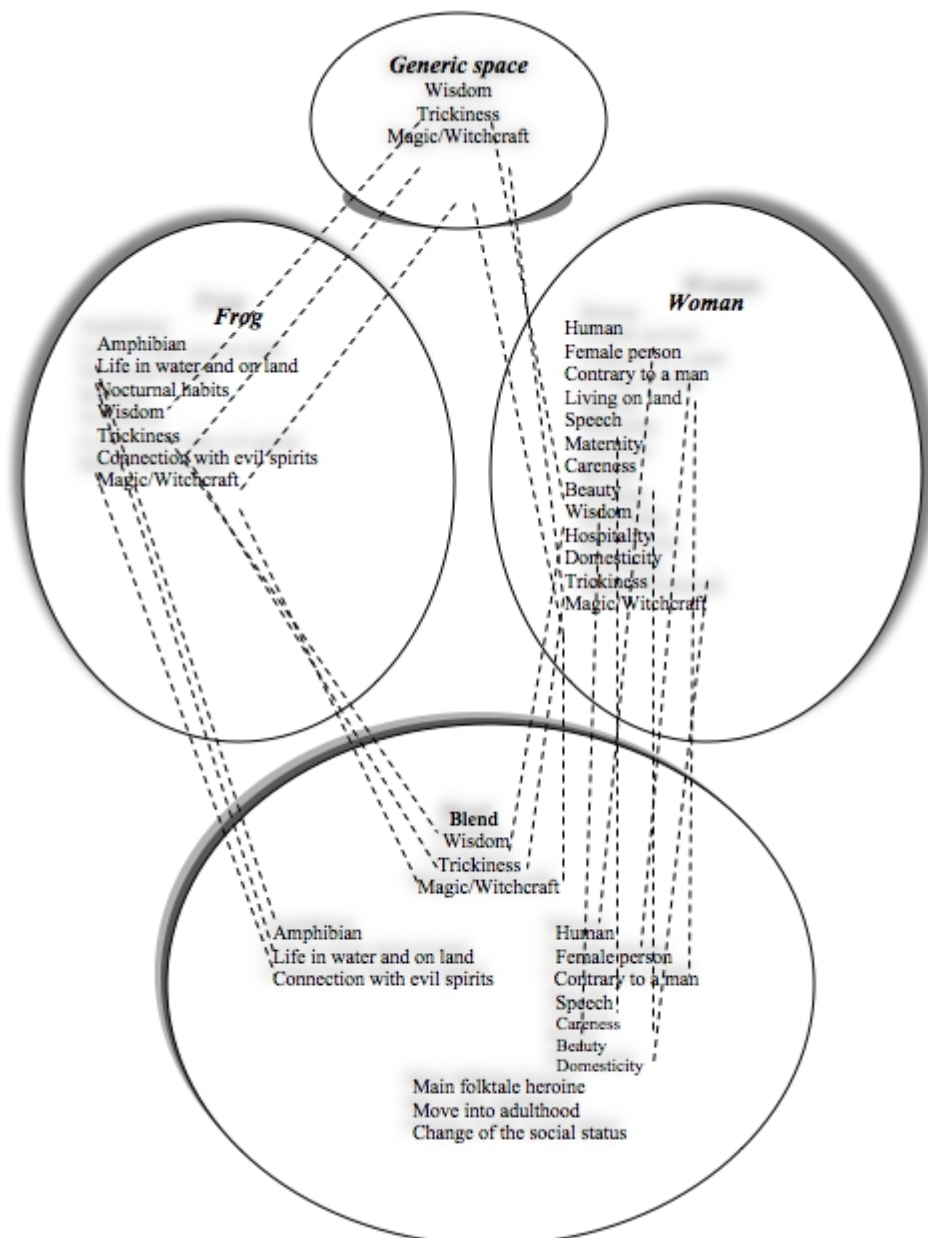


Figure 5. Four-space blend frogwoman

6. The yielding of the blend *toadwoman* in English folktales

In national English fairytales female features are also blended with an amphibian. Though not with the frog, but with the toad.

A Swiss psychologist and scholar Marie-Louise von Franz in her book *The Interpretation of Fairy Tales* wrote that in European civilization the toad has always been associated with the Earth Mother, especially in her function of helping at childbirth:

She was looked on, and is even now regarded, as being a representation of the uterus. In Catholic countries after a leg or a hand or some other part has been cured by a saint, a wax image is made of the injured part and suspended as an ex voto (a token of a fulfillment of one's vow) at the church where healing was requested. Now if a woman has a disease of the uterus or some trouble connected with childbirth, she will not make a wax image of her uterus but will suspend a wax toad in the church, for the toad represents the uterus. (Franz 1996: 73)

Probably, this tradition is connected with the employment of toads into English folktales, for example *Dragon Castle* and *The Laidly Worm of Spindleston Heugh*. Unlike the Russian blend, this one has a negative connotation, arising from zoological views of the XVI century.

Actually, toads have long been treated as mysterious and evil creatures. For many centuries people have been afraid of them and had scorn for them. From the biological point of view, all toads are actually frogs. They don't have great physical distinctions. But toads can be dangerous. Toads have poison glands. They squeeze poison on their skin when they are under threat. Mostly it brings harm to animals and rarely to people, but this fact has been exaggerated in folktales, and these amphibians have been associated with witchcraft for many centuries. Another special feature of toads is also their nocturnal habits, which also encouraged the belief of them being treated as a demonic spirit of evil.

On the whole, this English counterpart doesn't differ much from the Russian one. It also refers to amphibians and has biological features typical of this class: nocturnal, capable of living both in water and on land. According to folk beliefs, it has a connection with evil spirits and is used in magic rituals. The differences between the input spaces *frog* and *toad* are in associative features (the first one includes wisdom and trickiness) and biological ones (toads are noxious animals). As in the case with the mental space *frog*, the mental space *toad* doesn't have sex differentiation in its nomination (See figure 6).

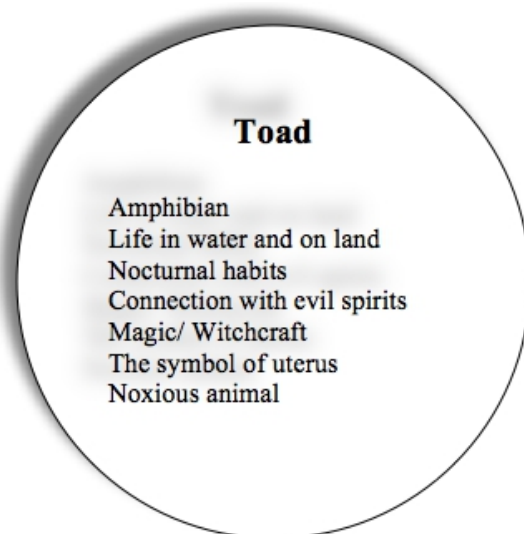


Figure 6. The structure of the input space toad

Toads live in two environments (land and water). This stipulates a thought of them as very controversial creatures. Such inconsistency is also observed in folktale heroines. On one hand they could be “a highborn lady who was beautiful, quick-witted and skilled at the charms of love” (Kerven 2008: 50). On the other hand, “a huge ugly toad, with bold staring eyes and a horrible hiss” (Jacobs 2005: 118).

Thus, in the folktale blend we have got a mixture of biological characteristics: a human and an amphibian, a female person contrary to a man, having human speech. The extended metaphor “the wicked witch-queen is a Laidly Toad”, formed by means of nominative structures, also illustrates this idea. The blending of two opposite input spaces is revealed in the usage of personal pronoun *she*, in regards to the toad, and the onomatopoeia: “She croaked, and she hissed, and then hopped away down the castle steps” (Jacobs 2005: 118). The contrast between woman’s beauty and the appearance of the toad is expressed with the epithets that, if joined together, sound like antonyms: “a lady of great beauty” – “a loathsome toad”, “beautiful and quick-witted lady” – “an ugly, croaking toad”.

Another element that is projected into the folktale blend from the input space *woman* is trickiness. One of the main heroines of the tale *The Laidly Worm of Spindleston Heugh* is a cruel and cunning witch. A king of Nothumbria takes her as his queen after his wife’s death. But she, being very envious, turns his daughter into a dragon. At the end, the prince, Childe Wynd, comes and saves his sister,

restoring the princess to her natural form and turning the witch-queen into a toad. *Dragon castle* is another version of this tale with slight differences. In both plots the witch-queen is shown in the same way. She is a beautiful, but foxy woman: “The king was ecstatically happy. For when the queen poured out his wine each night, she always laced it with love potion” (Kerven 2008: 51).

The connection of the queen with evil spirits, an element from the input space *toad*, can be easily traced in the tales: “She summoned her familiar imps and said: ‘Childe Wynd is coming over the seas; he must never land. Raise storms, or bore the hull, but nohow must he touch shore’ ” (Jacobs 2005: 116).

The generic space in this case is formed by one common element – magic. Its projection in the blend is stipulated by nouns *witch, magic, spell*: “That same night the queen, who was a noted witch, stole down to a lonely dungeon wherein she did her magic and with spells three times three she cast Princess Margaret under her spell” (Jacobs 2005: 115).

The elements not typical of other mental spaces and appearing only in the blend are jealousy and cruelty. They can be traced from the following example: “The new queen was jealous of her, and because of this she bullied her. She locked away the princess’s jewelery, made her dress in cast-offs and sent her away early from the dinner table, so that the poor girl grew pallid and thin” (Kerven 2008: 50). The scheme of yielding the blend *toadwoman* is roughly presented in figure 7.

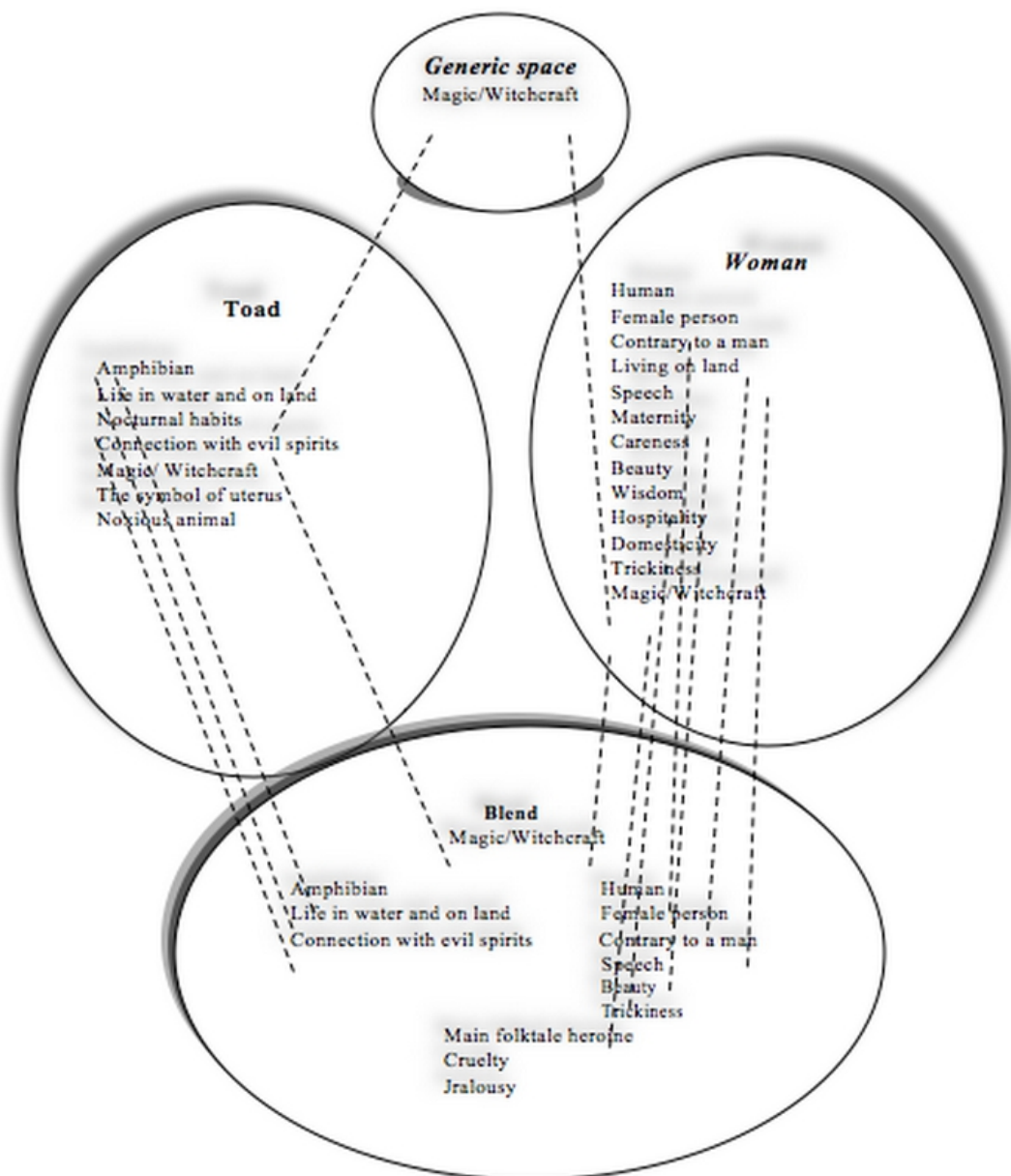


Figure 7. Four-space blend toadwoman

The figure shows that the folktale blend *toadwoman* combines the elements from the input space *woman* (a human, female person, contrary to a man, speech, beauty, trickiness) and the elements from the input space *toad* (amphibian, life in water and on land, connection with evil spirits). Their common element is “magic/witchcraft”. Main contextual features are “cruelty” and “jealousy”.

7. Conclusion

The described conceptual integration process of the formation of Russian and English folktale blends serves as a prove that national folktales appeared due to the interaction of imagination and everyday experience by means of exaggeration and rethinking. It also shows that, due to considerable investigation of folktale images, cultural heritage can still be traced in them.

Of course, one remark should be pointed out: this research doesn't contain all-encompassing characteristics of the input spaces and the blends. Input space structures given above can further be elaborated or changed. The functioning of folktale blends in

everyday life hasn't also been considered, though it is a great sphere for study.

For example, in Russian there is an expression “*they live as a wolf and a fox*”, meaning they are constantly arguing. The Russians often use it in speech and rarely think of it as a backward projection to folktale images. Another example is *Catwoman* which on the cognitive level is usually associated with the American superhero films and comics. Though, it was firstly introduced in English folktales (for example *The White Cat*), where cats are inseparably connected with woman's images. According to historical facts, cats always accompanied the Anglo-Saxon goddess of love and marriage – Freyja. In the fairy-tale discourse the blend *Catwoman* appeared as a result of the integration process between biological and cultural features associated with two input spaces *cat* and *woman*. The further expansion of the blend became possible due to the contextual elements not typical of the input spaces but emerging in folktales. The list of such words and expressions can be easily extended. It is just a matter of time.

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ЭПИГРАФЫ-БИЛИНГВЫ КАК МОСТЫ И ПЕРЕКРЕСТКИ, ФОРМИРУЮЩИЕ ГИПЕРРЕАЛЬНОСТЬ В ПОЭТИКЕ РОМАНА С. КЛЕМЕНСА И Ч. УОРРЕНА "ПОЗОЛОЧЕННЫЙ ВЕК" (1873)

Аннотация

В статье вводится понятие "эпиграф-билингва", рассматриваются взаимосвязи «автор-эпиграф-нарратив-читатель» в поэтике романа, главы которого предваряют эпиграфы из более 80 языков народов мира. Уникальность эпиграфов-билингв связана с их способностью развивать новые нелинейные подтекстовые ассоциации. Читатель-интеллектуал, способный оценить эстетическую и смысловую значимость эпиграфа-билингвы, вовлекается не только в изображаемые события, но погружается в культурную среду, аллюзией на которую выступает эпиграф. Эпиграф вместе с читателем становится создателем новых уровней прочтения, формируя дополнительные локусы-реальности внутри художественного пространства произведения. Таким образом, эпиграфы билингвы, содержащие иноязычные включения, выполняют функцию гиперссылки, развивая гипертекстуальные отношения. В статье рассматривается роман "Позолоченный век" (1873) М. Твена (С.Клеменс) и Ч.Д.Уоррена как одно из первых произведений, в поэтике которого множественные эпиграфы-билингвы способствовали формированию гипертекстуальных отношений, в современном понимании гипертекста, как нелинейного нарратива.

Ключевые слова: эпиграф-билингва, интертекст, паратекст, гипертекст, подтекст.

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CROSSING BRIDGES, DEVELOPING HYPERREALITY: BILINGUAL EPIGRAPHS IN THE NOVEL "THE GILDED AGE, A TALE OF TODAY" (1873) BY S. CLEMENS AND CH. D. WARNER

Abstract

The article proposes to apply the term "bilingual epigraph", considering "author-epigraph-narrative-reader" relationship in the poetics of the novel, preceded by numerous epigraphs from more than 80 languages over the world. Bilingual epigraphs are unique because they are able to develop new and nonlinear subtext associations. The intellectual reader that can value bilingual epigraph gets involved into manyleveled relations not only of the events portrayed, he also enters new cultural reality, where the bilingual epigraph becomes a key, an allusion. Epigraph together with a reader start to create new levels of reading, they both develop extra locuses within the artistic space of the work. Thus, bilingual epigraphs containing foreign-language elements, perform the function of reference (a footnote) developing hypertextual relationship. This article investigates the novel "The Gilded Age, a tale of today" (1873) by Mark Twain (S. Klemens) and Ch.D.Worren as one of the first works in which multiple bilingual epigraphs developed Hypertextual relations, in the modern sense of hypertext as a nonlinear narrative.

Keywords: bilingual epigraph, intertext, paratext, hypertext, subtext.

This article investigates bilingual interrelations between narratives and their epigraphs, as well as between epigraphs and foreign expressions incorporated into them. Bilingual statements in epigraphs have already become peculiar signs of intellectual writing. We find bilingual epigraphs in the works by A. Akhmatova, Th. S. Eliot, I. Brodsky, J. Joyce and J. Updike, and many other great writers all over the world. Bilingual epigraph originates from two languages and cultures simultaneously, besides, it ordiates from the primary text. Therefore it has a twice double nature. For such epigraphs comprising foreign segments the term 'bilingual epigraph' is proposed [L.Kazakova]. Being textual components and interrelating with allusions and associations, bilingual epigraphs develop numerous interrelations: intertextual as well as paratextual and subtextual too. Besides, having extralinguistic function, they serve as linking elements or doors into the new cultural worlds. So, bilingual epigraphs functioning simultaneously inside different cultural backgrounds and having a deliberate nature transform narrative into a hypertext where they serve as footnotes, references that allow a reader to transform narrative into a new deliberate structure depending on reader's intellect and way of thinking.

Hypertext is a usual thing in our XXI century reality. This term was first applied by American sociologist and philosopher Ted Nelson in 1965 to characterize virtual nonlinear text growing and mixing with the other texts by one click of a reader. But much earlier hypertext effect appeared in the artistic world of literature. Really, hypertext in its literature variant didn't appear first in J. Foer's novel "Tree of Codes" (2010). The first try was made much earlier by other great Americans S. Clemens and Ch. D. Warner in their novel "The Gilded Age, a tale of today" (1873). This book became the first experience of making hypertext developed by numerous epigraphs to this novel. They were collected from about 80 languages, every chapter of this novel is preceded by one or more epigraphs given in their mother tongues. This complex collage of epigraphs becomes a visual metaphor to heterogeneous multicultural reality of the Earth, where epigraphs serve as crossing bridges

uniting distanced realities, languages, and cultures. As the allusions to the source texts and cultures, these bilingual epigraphs develop intricate non-linear relations with their old and new narratives, writers and readers. This novel was written as a great painting about 60-70s of the XIX century, during two hard post Civil War decades, also known as Grunder or Classic Liberal Period. Irony and mystification are the key devices in its poetics. They 'grow up' from the preface and epigraph. In the preface the writers mention that "in a state where there is no fever of speculation, no inflamed desire for sudden wealth, ...there are necessarily no materials for such a history as we have constructed out of an ideal commonwealth". So, satire, parody and irony compose pathos of this novel. Mystifications start from recollection about German composer R. Wagner, who in fact wrote nothing about epigraphs. Epigraphs start every chapter. Whimsical mottoes written in various living and dead languages all over the world were selected by American philologist James H. Trumbull. Starting the whole novel epigraph tells an old Chinese proverb: Hie li shán ching yū: tung sin ní pien kin/By combined strength, a mountain becomes gems: by united hearts, mud turns to gold. Writers' joke paraphrase follows it: a maxim often painted on the door-posts of a Chinese firm which may be freely translated: two heads, working together, out of commonplace materials, bring THE GILDED AGE. Writers describe gilded reality, not gold. So, they express their critical attitude and genre characteristic of the novel in the epigraph, that is a true password to the novel based on ironical paraphrase as a key narrative strategy. Other numerous mottoes starting every chapter are paraphrased Biblical statements, folk legends, proverbs and literature texts. Some chapters have two and even more epigraphs. Total collage composes a complex metaphor of gilded age as an illusion of brightness, wealth and happiness. This image became more visual in the first edition of the novel that comprised original epigraphs without their translations.

Some mottoes are sharply satirical. For example, a quote from "The Pilgrim's Progress" (1678-1684) by English writer J. Bunyan (1628 – 1688) W. M. Thackeray used as a title for his novel "Vanity

Fair" (1848). Developing satirical tradition, the XXVI chapter of Gilded Age starts the following phrase from J. Bunyan's novel [Osipova, 2013, 234]. Described in the novel, swindles represent 'great' financial projects of the time. Critics said that this book was "as topical as a daily newspaper". In 1874 it was translated into Russian and edited in "Motherland Notes" under the title "Tinsel Age".

Jed Perl, a regular observer of The Baffler magazine compares situation in American XXI century national art with a huge mystification, he names modern art strategy "laissez-faire aesthetics, cash-and-carry Aesthetics": "O'kay, the art world is now a variety show, a great show", [Baffler, 2012, p.18]. Untrue substitution, "high and low" vibrations make thoughts unclear, terms 'trash' and 'meta-trash' became very popular in modern reviews. In fact, J. Perl has precisely caught the most crucial tendencies that are common for many countries. Some of them were predicted by M. Twain and Ch. D. Warner. Modern critics trouble that our spectators and readers consider the best work of art as vibrant, like an exciting mosaic, not more. To go out of this "shotgun marriage of high and low" [Baffler, 2012, p.16], critics propose to develop critical thinking in public.

Some epigraphs in The Gilded Age parody romantic pathos. So, chapters VII–VIII are about Washington Hawkins visit to Hawkeye, "a pretty large town for interior Missouri", his discussing Colonel Seller's financial plans. The VIIIth chapter's epigraph is a verse fragment from English romantically oriented poet Benjamin Jonson (1572 – 1637): "Via, Pecunia! when she's run and gone And fled, and dead, then will I fetch her again With aqua vita, out of an old hogshead! While there are lees of wine, or dregs of beer, I'll never want her! Coin her out of cobwebs, Dust, but I'll have her! raise wool upon egg-shells, Sir, and make grass grow out of marrow-bones, To make her come!" (B. Jonson). In Russian translation by L.V. Hvostenko only one of two Latin sayings has left making high romantic pathos weaker, low colloquial words develop the same tendency and strengthen parody style. Combination of titles ("Colonel Sellers Makes Known His Magnificent Speculation Schemes and Astonishes Washington Hawkins") and epigraphs

where Latin phrases are central to realize verbal irony, expressing both high and low pathos.

Bilingual epigraphs become true magnetic centers of their aesthetic realities. They comprise segments from foreign languages, being simultaneously a quote, an allusion on primary narrative, they awoke additional indirect and nonverbal associations and ideas. Thus, they become phenomenal energy centers or crossing bridges to link different historical epochs, societies, their cultures and languages. Being textual components and interrelating with allusions and associations, they develop intertextual relations (paratextual) and subtextual. Really, they serve as doors into the new artistic worlds. Bilingual epigraphs transform narrative into a hypertext, functioning simultaneously inside different cultural backgrounds and therefore having a double nature. The higher intellectual level of a reader the more powerful bilingual epigraphs become. Finally, their power and energy depend on both writer's and reader's minds, and therefore bilingual epigraphs serve as links between them, becoming essential components of receptive theory. Any preceding narrative literature epigraph is polyfunctional. It is topical to research interrelations between the narrative and its epigraph as well as between the author, his narrative, epigraph and the reader. Any epigraph is phenomenal because it isn't a sum of letters or words, but a cluster of ideas, images and associations. Being a wisdom or a joke, a paraphrase or an allegory epigraph participates in different levels of poetics, develops various relations simultaneously. Bilingual epigraphs make up complex in structure metaphorical image of art as a diverse mosaic that may be very convenient to mask hypocritical values and ideas. In our contemporary reality "The Gilded Age" becomes a true warning to prove an idea that art and literature should be read and analyzed deeply. Bilingual epigraphs make novel structure grow like a tree with thick leaves and numerous branches. Artistic space becomes an easy moving and many leveled world that is very sensitive to reader's association and allusion being able to change and grow with its reader.

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РЕПРЕЗЕНТАЦИЯ СЕМАНТИКИ НЕВЫРАЗИМОГО В РАЗНЫХ ЯЗЫКАХ

Аннотация

Показано кластерное бытование семантики невыразимого в прозопографии и шире, - в художественном тексте. К специфике средств прозопографии отнесены: план выражения семантики невыразимого, лексемы-интернационализмы. Выявлена значительная частотность сопряженного сосуществования семантики невыразимого, средств прозопографии с языковыми единицами теистической семантики. Предложен термин «калейдоскоп номинаций, различных по грамматической категории рода» как методологическая основа анализа прозопографии, показана верифицирующая сила этого термина.

Ключевые слова: функционально-семантическая категория, невыразимое, сопоставительный анализ, план выражения, стилистический приём, прозопография, дескрипция вымышленного существа, дескриптивная лексика, отрицательные определения, анализ художественного текста, номинативная цепочка, бурлеск, теистическая семантика.

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REPRESENTATION OF SEMANTICS OF INEXPRESSIBLE IN DIFFERENT LANGUAGES

Abstract

The cluster existing of semantics of inexpressible in prosopography and more widely, - in the literary text is shown in the article. The plan of inexpressible semantics expression, international words are referred to specific features of prosopography means. The immense frequency of the adjacent coexistence of semantics of inexpressible, prosopography means with the language units of theistic semantics is revealed. The term "kaleidoscope of nominations, various on grammatical gender category" as a methodological basis of the prosopography analysis is offered, the verifying force of this term is shown.

Keywords: functional and semantic category, inexpressible, comparative analysis, plan of expression, stylistic device, prosopography, description of a fictional being, descriptive lexicon, negative attributes, analysis of the text, nominative chain, burlesque, theistic semantics.

The Semantics of Inexpressible (SI) is actively studied in different countries on material of various languages. So, Ia. Derrida describes the alogism of a combination to

express the inexpressible. In the form of "I haven't enough words" the speaker actually expresses his or her gratitude: "But after all I said this recognition. Using the language of recognitions, I addressed

to you, having told already more, than one word. Going beyond the adopted convention and without any rhetorical figure, I admitted that I not only can not get words, but also at the same time expressed this shortcoming as fault for which asked you about forgiveness" (Derrida, 1997, s. 450). SN is also studied by the Polish researcher M. Keith, she notes that in Poland "inexpressibility is entered into literary criticism as new research category" (Kita, 2002, s. 102).

In Russia semantics of inexpressible is investigated from the second half of the XX century, most intensively – in the last quarter of the XX century – the beginning of the XXI century in literary studies and a linguopoetics (Zaika, 2006; Gavrilova, 2009; Syritsa, 2014, etc.). However as the functional and semantic category of Russian, having an invariant of meaning and system of expressive means presented at different levels of the language (*indescribable, inexpressible, inexpressible; couldn't tell in a tale or write with a pen; it's too beautiful for words, etc.*), SN hasn't been an independent subject of studying yet.

The purpose of the article is to make a study of representation of SN in different languages, revealing of general and special features. G. S. Syritsa designated an actual problem of SN representation in different languages in her article of (Syritsa, 2009).

The general features in SN representation is, in particular, existence in different languages the adjectives with semantics of inexpressible, inexpressible with a negative prefix, unspeakable – in English, unsagbar, unsäglich – in German, neizsakgms, naprakstgms – in Latvian (Syritsa, 2009, page 294).

The word inexpressibles — in the meaning 'lower men's drawers' became an international word with the dead semantics of inexpressible. The euphemistic designation of drawers, underpants which appeared in the Russian literary language of the second quarter of XIX century, corresponds to English inexpressibles, (cf. also loan-translated pictures in Fr. inexpressibles, Germ. die Unausprechlichen; see B. Unbegaun. Le calque dans les langues slaves//Revue des études slaves, t. XII, fasc. 1 et. 2, 1932, river 10) (Vinogradov, 1999). The euphemistic character of the called nomination is obvious.

The ban on pronouncing not only the tabooed parts of a human body, but also subjects (names of underwear), "adjacent" to them, was strictly observed in the Christian countries. Thus, the designation of the lower drawers by the lexeme from the dead SN isn't a direct illustration of representation of inexpressible, and only outlines borders of the meaning coverage of inexpressible during different eras, in different countries. We believe that the euphemistic nomination *inexpressibles* is a manifestation of an euphemia and inexpressible semantic fields crossing.

The problem of representation of inexpressible in different languages is also that fact, that not all transmission media of SN are caught by translators and respectively translated without loss of sense. The researcher from Latvia G. S. Syritsa notes: "as the analysis of the translations of these contexts into German and the Latvian language showed, the considerable part of meanings is transformed or at all lost" (Syritsa, 2009, page 295).

The object of this research are SN transmission means. The material for the analysis was the story of E. Poe "The angel of the odd". As auxiliary material episodes were taken from M. Ancharov's novel "Probability theory" and M. Lermontov's stories of "Shtoss". The general feature in these works is the description of a fictional being. The descriptions consisting of the description of a fictional being (the devil, the wood spirit, etc.), are called prosopography (Moskvin, 2007, page 590). As the recipient of information has no empirical experience of perception of a fictional being, the sender of information is compelled to meet this lack somehow: to give necessary definitions, at the end of a prosopography to give a proper name.

In a prosopography the writer often addresses to SN. As G. S. Syritsa notes: "inherently, the transcendental world is inexpressible, and inexplicable appears both the world Divine, and demonic manifestations" (Syritsa, 2009, page 294).

Our analysis of the language material showed that there are three types of SN interaction and a prosopography: 1) SN precedes or follows prosopography; 2) SN is in the introduction of a prosopography (we mark three parts of prosopography: introduction, the main part and the conclusion); 3) combination of the first two: SN is both in prosopography, and beyond its limits.

As the research showed, the precedence of SN transmission means of prosopography gives the text philosophical sounding and generality (the uses of SN in M. Lermontov's story "Shtoss", A. Poe "The angel of the odd"). The example of the third type of SN means of introduction to prosopography is M. Ancharov's novel "Probability theory".

Before starting to characterize SN representation in A. Poe's story we will make the remark on the narrow and broad understanding of this functional and semantic category. *Inexpressible* in its narrow sense is an invariant meaning of impossibility to verbalize some fact or the phenomenon of reality. The impossibility to verbalize can be certainly caused by the most various reasons: collision with the otherness, feeling sick of the sender, his low language ability, etc. All this reveals by the meaning 'it is impossible to express'. At the level of ordinary consciousness the word *inexpressible*, an oxymoron to *express the inexpressible* has narrower meaning 'it is impossible to express something because of his extraordinary qualities', as a rule, it and there is otherness, a world of the transcendental. In the research we concentrated attention mainly on such understanding of the inexpressible.

There is also a broader point of view on SN including not only inability to express verbally, but also all range of impossibility to comprehend (*unimaginable, incomprehensible, incognizable, etc.*). Such point of view is in some way justified as at collision with the world of transcendental the person isn't only incapable to express verbally that extraordinary which he faces, but also refuses to comprehend, imagine how it is possible. To the broad point of view on SN, as well as on means of its expression, adheres in the researches of G. S. Syritsa (Syritsa, 2009, 2014, 2015).

We adhere to a narrow understanding of SN as at broad approach the object of research is washed away. At the same time the zone of crossing of inexpressible, incomprehensible, inexplicable meanings at collision with the world of the transcendental is too wide not to consider this crossing. In many cases it is possible even to speak about a cluster existing of these meanings in the literary discourse. In particular, E. Poe's story "The angel of the odd" is an illustration of SN cluster existing, semantics of inexplicable, semantics of incomprehensible, etc.

We only then accept to consideration SN cluster existing in literary discourse when we meet at least one fact of SN means transmission in its narrow sense in this text. Such is a workable criterion of SN differentiation in narrow and broad understanding in our research.

In a case with E. Poe's story "The angel of the odd" SN transmission mean is a combination of *a personage nondescript, although not altogether indescribable* (*трудно описуемый* – in translation into Russian). The game on double denial actualizes SN which is also a prosopography transmission mean. Besides, the theistic subject though given in a burlesque style of a narration confirms that before us is the plan of the contents and expression of SN: characters discuss angels' wings, before going to bed the main character reads the book "God's Omnipresence", at the end of the story the Angel of the odd strictly asks: "Whether you believe in me?".

The humorous story of the American literature classic is marked by the writer as "extravaganza", that is a form of the burlesque theatrical performance including comedy and circus numbers. Really, the story is full of unexpected episodes, hyperbolic, extravagant (something gets to the main character's eye, and he can't greet the bride, the bird steals his trousers, the main character flies, having grasped a balloon rope). Unexpected episodes (in I.R. Galperin's understanding) explain the factual plan of the story by the main character's alcohol abuse; on conceptual it is a parody and reflections of E. Poe on a philosophical problem of possibility of other life, its manifestation in the form of strange, inexplicable events.

As material for the analysis we chose the episodes containing SN means of expression. These episodes were a subject of comparison of the original of the E. Poe's story and the translation of this story into Russian which is carried out by the talented Russian and Soviet translator I.M. Bernstein.

SN is presented in the story by a chain of the nominations. At first a synonymic row of epithets is given (in translation into Russian is: удивительный, странный, немислимый, невероятный,

необъяснимый). Besides a synonymic row in translation into Russian the homonymous form of a predicative or a short adjective is presented — inexplicably. The fictional being is transferred in the introduction of prosopography by SN means of expression: confronting me at the table sat a *personage nondescript*. In translation into Russian SN it is transferred by an indefinite pronoun somebody and "negative epithets" unimaginable, difficult to describe. In final part of prosopography the stating nomination — a proper name is given: I am the *Angel of the Odd*.

As for the translation of the story into Russian, it is perfectly made. I.M. Bernstein uses the existence of grammatical category of gender in Russian, applies stylistic device of game on gender category. In relation to a prosopography we will call such device "a kaleidoscope of the nominations, various on grammatical gender category". (We will notice that we took a scientific metaphor of V. V. Babaytseva as a basis of creation of the new term "a kaleidoscope of the evident and sensual images reflecting the situation" (Babaytseva, 2014) applied in other meaning). As the prosopography describes a fictional being who comes to the world material from the otherness, it is convenient to the writer to apply a kaleidoscope of the nominations, on the one hand, to designate, what sex a fictional being is, on the other hand, to show on a "extra material" basis of this fictional being. For this reason in relation to a being the nominations with various grammatical gender of a noun are applied:

"My pizzness!" ejaculated the thing, "vy vot a low bred puppy you mos pe vor to ask a gentleman und an angel apout his pizzness!

In translation into Russian:

В переводе на русский язык:

– Дело? – воскликнула *эта комбинация предметов*. – Как же ты турно фоспитан, если спрашиваешь у тжентльмена, и к тому же ангела, о теле!

I.e. in Russian a fictional being the Angel of the Odd is called as nouns with different gender category: somebody (general); Angel of the Odd (masculine), combination (feminine) of subjects. The kaleidoscope of the nominations, various on grammatical gender category, does not only bring the comic effect in the text, but also indicates the extra material nature of a fictional being.

Cf. with an episode from M. Ancharov's novel "Probability theory":

I look — the person not the person, and it seems a figure. It lies on its side and it seems lies (...) I began to lift it (...).

In the introduction of a prosopography the chain of the nominations is given: (masculine) person → (feminine) figure → it (masculine). Further it appears that it is a *maiden* unclear fine. Exclusively unprecedented beauty the maiden that only in the fairy tale happen and to describe which is not in human forces (...). The nominative chain proceeds the nomination (in the feminine) maiden with SN. The kaleidoscope of the nominations, various on gender grammatical category, doesn't come to an end with it, and the nomination of a neutral gender drops out: Further I wiped eyes — No, sits, didn't disappear. And I thought, it's in a drunken condition a phenomenon to me (neutral).

The use of a pro-nominative It is interesting: And so I'm sitting without breathing for some long time and I think: "My God, here it that looked for all life and at night called! (...)". This is a diffusive use of It, with unremoved homonymy. On the one hand, the combination here it is can be considered as the whole sentence, on the other hand, the word it keeps semantics of a neutral gender implicitly, and therefore implicitly participates in a kaleidoscope of the nominations.

In the final part of prosopography the stating nomination ordinary beauty is given. We will repeat that M. Ancharov's example belongs to the third type of SN interaction and meaning transmission of prosopography: SN is contained in the introduction of fictional being description, and also outside prosopography in a right-hand context: (...) I bowed to her as could and I answered: "Forgive me, inexpressible (...)".

The kaleidoscope of the nominations, various on gender grammatical category, is observed and in prosopography from M. Lermontov's story of "Shtoss", in the scene of the ghost description of: (in the feminine) figure → (in the masculine) old man → he (in the masculine) → (in the neuter) ghost → (in the masculine) old man → it (in the neuter) → (in the masculine) old man.

Finishing the characteristic of nominations chains in prosopography, we will notice that the mean of kaleidoscope of the nominations, various on gender grammatical category, in translation into Russian of the story E. Poe's story shows I.M. Bernstein's skill.

About E. Poe's skill tells the mean of the use of international words in prosopography: (...) he said that *he was the genius* who presided over the *contretemps* of mankind, and whose business it was to bring about the odd accidents which are continually astonishing the skeptic. In one text segment characterizing a fictional being the descriptions-international words borrowed from different languages are presented: the genius (from Greek); the contretemps (from French). The use of international words Neobjjasnimogo emphasizes the "non-material" nature of the Angel of the Odd. We believe that the nomination of the German Kirschenwasser to which the Angel resorts for the authorized story-teller, finishes cumulative effect of international words.

Thus, SN representation in different languages has general and special features. The internal form of a number of the lexemes containing SN in different languages has similar features. The plan of SN expression finds the interfaced coexistence with prosopography transmission means, and also units of theistic semantics. While translation the part of SN meaning is lost. In talented translations SN finds means of expression, characteristic for this category in the target language. That, in particular, is the kaleidoscope of the nominations, various on grammatical gender category, peculiar to literary texts with prosopography in Russian. SN in prosopography is more widely, — in the literary text, finds a tendency to a cluster existing, together with semantics of incomprehensible, inexplicable, etc. Descriptions-international words in the story E. Poe's story are a mean of prosopography realization with cumulative effect.

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ДИСТРИБУТИВНЫЙ И СИНТАГМАТИЧЕСКИЙ ПОТЕНЦИАЛ ВЕРБАЛИЗАТОРОВ МЕНТАЛЬНЫХ СТРУКТУР

Аннотация

Настоящая статья посвящена описанию синтагматики и дистрибутивного потенциала некоторых вербализаторов ментальной структуры психических процессов. Выбор этих глаголов предопределен их способностью выступать в качестве прототипов ментальной структуры психических процессов, то есть называть в наиболее полном виде тот или иной психических процесс, концептуально соотносящийся с ментальной структурой. В результате анализа фактических данных выявлена стабильность их лексического значения, которая отражается и на синтагматике и на их дистрибутивном потенциале.

Ключевые слова: ментальная структура, дистрибутивный потенциал, синтагматика, этимологическая память, прототип.

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DISTRIBUTION AND SYNTAGMATIC POTENTIAL OF MENTAL STRUCTURES' VERBALIZERS

Abstract

This article describes syntagmatics and distribution of some verbalizers of mental structure of mental processes. The choice of these verbs is predetermined by their ability to act as prototypes of the mental structure of mental processes, that is to serve as the most complete verbalizers of a particular mental process, conceptually correlated with the mental structure. The analysis revealed the stability of meaning which is reflected in the syntagmatics and their distribution potential.

Keywords: mental structure, distribution, syntagmatic potential, etimological memory, prototype.

The problem of syntagmatics or the idea of compatibility, despite its tendency to variations and long history of existence, is very closely connected with the transmission of meaning (Рахилина, 2008).

The analysis of mental structures verbalization performed from the viewpoint of the synergetic approach shows that the meaning of lexemes is able to change and update on a functional level as a result of the use of these lexemes in their occasional or systemic meaning (The syntagmatic approach in our study reveals the evolutionary nature of any mental structure being represented by verbalizers constantly changing their meaning in diachrony). This fact corresponds to the problem of polysemy and synonymous relationship of such language units, and also points to the complex nature of the semantic density of the verbalized mental structure.

This fact emphasizes the transparency and flexibility of lexico-semantic synergetic system due to the changes of lexemic meaning of its elements. And polysemy (this can be seen from the observation of actual data) as a system or contextually conditioned, occasional phenomenon keeps etymological memory and updates the accumulated information on the level of syntagmatic surrounding of words.

This is particularly evident with prototypical mental structure's verbalizers. And the proof is possible due to the relevant linguistic procedures, based on etymological analysis, as well as on the interpretation of syntagmatic surrounding of words. Now we shall illustrate this fact using linguistic data.

The prototypical verb *sense* in modern lexicographical interpretation ("1. To become aware of; perceive; 2. To grasp; understand" (The Free Dictionary)) is understood like "to perceive through senses", "understand". The etymological source dates the origin of the verb approximately as associated with the year 1590 and points to the identity of its original meaning and its modern interpretation: "to perceive by the senses" (Online Etymology Dictionary). Also, according to the information given by the etymological dictionary, since 1960 the meaning of the verb has become somewhat different, and points to a conscious inner sense (state) — "be conscious inwardly of (one's state or condition)" (Online Etymology Dictionary). The shift of the abstract meaning to the naming of the corresponding inner psychological reaction of the subject takes place in 1872 ("perceive (a fact or situation) not by direct perception" (Online Etymology Dictionary)).

At present the verb *sense* functions as a verbalizer of feeling or thinking. The predicate *sense* is combined with a subject, the latter is represented by any animate noun or a personal pronoun, for example:

A researcher suggests that humans, like butterflies and other animals, can sense the earth's magnetic field and use it to navigate (Wade, 2011).

But she also sensed it wasn't enough. She wanted something else, something different, something more. Passion and romance,

perhaps, or maybe quiet conversation in candlelit rooms, or perhaps something as simple as not being second (Sparks).

In the following sentences the subject is expressed by an animate noun and a relevant pronoun designating a man. And in fact, in both cases the semantics of the verb *sense* in combination with its corresponding subject does not change. Moreover, in this case the direct systemic meaning of the nuclear verb is displayed as "to percept, to feel."

It should be also noted that the reference to a body receptor in the first and in the second case is absent, nevertheless, this fact does not contradict to semantics, and confirms the systemic meaning of the verb under consideration.

The following example also represents mental activity but does not indicate to any organs of perception. But the question here is, not so much about feelings, but the mental operation. In other words, the semantics of the verb *sense* in the following sentence verbalizes the process of thinking, for example:

He sensed cricket, understood it personally (Ugra).

The accent to the nomination of the process of thinking, not perception is emphasized by the use of the synonymous lexeme *understand*, showing the process explicitly.

So we the most typical cases of the use of the verb *sense* in its systemic meaning represented above allow it to be combined with a noun or pronoun to describe the relevant situation.

In the following sentences we speak about the same distribution on the syntagmatic level, however, the objects are represented by complement abstract entities, incomprehensible to organs of sense perception:

He sensed my aura and he felt he should protect him (Fer).

Mourinho says he sensed Chelsea would suffer against Stoke (British National Corpus).

In the first sentence the noun *aura* acts as an object on the syntactic level. It refers only to the psychic level, intuition and foreboding, that generally cannot be perceived by analyzers.

In the second sentence the object is represented by the negative emotion, worry about the favourite football team.

In spite the fact that the verb *sense* can name the perception and thought (the meaning depends on the context), the verb as it is seen from the context analysis, can also act as a verb nominating premonition at a functional level. This state correlates with other emotional states, but traditionally is considered to be the state derived from some mental process.

Uses of the verb *sense* in the meaning of *premonition* are quite frequent, if the content of the conceptual component of the object is an abstract immaterial essence. It shows the diversity of its cognitive semantic features and increase in the semantic structure of this verb. And in this case the ability of the verb to be combined with an animate noun or a corresponding personal pronoun stays unchanged. But in the case of the use of the verb the systemic meaning changes in the lexical content of the object stay evident.

The following example seems to be very interesting in the ongoing research:

It sensed that Thanksgiving was coming (British National Corpus).

In this case, the actor of the situation is represented by the pronoun *it* functioning as a formal subject. This proposal should be translated as «Казалось, приближается День благодарения».

The atypical use of formal subject with the predicate, which is a priori possible with an animate noun, is extremely rare. In our analyzed actual material this is a single case taken from an Internet blog.

It is obvious that the author tried to achieve a certain stylistic effect and indicate the general interest to the upcoming holiday.

Despite the fact that the personification of any kind in the present study is eliminated in some cases we admit metonymy. For example, the conceptual content of the noun can be not the person himself or herself, but the body part, where mental activity is localized — hand, head, heart, eyes, ears etc.

Thus, the speaker manages to shift the focus onto the involuntary process of dynamic characteristics of the psyche. This situation is not typical of the verb *sense*. Nevertheless, in some cases, we sometimes face some facts of metonymic substitution of a subject, for example:

Instead, your skin can sense the difference in temperature of a new object (British National Corpus).

He experienced the joy of scoring Omagh's first two goals in the opening period but had the opposite feelings of emotion when he was sent off in the last minute (British National Corpus).

Like all other prototypical lexemes the verb *experience*, describing the situation of mental processes and activates in the mind of the listener the prototypical scheme that is represented by its core components. The proposition as a scheme of these components serves as an intermediary between the conceptual and verbal level, and is the natural expression of the relevant parts of the sentence, expressed by certain parts of speech.

This fact describes the potential distribution of the lexeme on the verbal level in the corresponding range of semantic structure. The latter is also profiled through appropriate syntactic constructions, verbal content of which depends not only on the intentions of the speaker (and this is relevant with respect to the language of the analytical type, which clearly limits the number of syntactic variations), but also on the so-called etymological memory.

On this occasion E.V. Ponomarenko rightly observes that the traditional view that the linearity of the elements in the functioning of the language is actually named syntagmatics of language, and that the linearity is a form of existence of all elements of the language and form of functioning of the language (VM Solntsev, Ferdinand de Saussure, Makarov ML et al.) is correct. However, the content of the speech production is created as a result of not only the addition of semantics series — linear fragments of discourse, but also the emergence of new semantic components, namely the inherent integrity of the work (Пономаренко, 2013). This statement is especially true when considering other verbalizers of mental structures.

The fact is that prototypical lexemes, as it is obvious from the analysis of actual data, are the so-called attractors of the synergetic system of mental structure's verbalizers. Therefore, the transformation of meaning under the influence of anthropocentric and/or temporal factors is a rare phenomenon and that exactly follows from a comparison of data in etymological dictionaries and advanced lexicographical sources. The information about the stability of the stable character of meaning of the prototypical verbs confirm the validity of their selection as the best examples of the category.

Furthermore, in this case it is appropriate to speak of their ability to "remember" syntagmatic relations at the level of their distribution, that is they can combined with a subject and object regardless of a temporal factor. On the conceptual level, the data of the propositional framework predetermined by the meaning of verbs also clearly indicates the ability of each verb to be the verbalizer of the relevant mental structure. But sometimes it changes its semantics for the sake of the context under the influence of procedural factor in the discourse.

Summing up the review of syntagmatic and distribution capacity of mental structures' verbalizers the in modern English discourse, we note that their functioning as predicates in the sentences, confirms their prototypical status as attractors of the synergetic system of verbalizers, because they have more or less stable semantics, as it is obvious on a diachronic level, and also have etymological memory in their distribution as they act in a fixed amount of syntactic structures, enabling them to profile these or those specific features of mental structures.

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Rhetoric of speech. Art or technique of oral expression (UDC 808.5)

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**МЕХАНИЗМ ПОЛИТИЧЕСКИХ ВЫСТУПЛЕНИЙ ПРЕЗИДЕНТА ВЛАДИМИРА ПУТИНА
(НА МАТЕРИАЛЕ ПОСЛАНИЯ С 26 АПРЕЛЯ 2007 ГОДА)***Аннотация*

В статье обсуждаются коммуникативные стратегии проявившиеся в выступлении В.В. Путина (26.04.2007 г.) и способы их реализации при помощи вербальных и невербальных средств.

Ключевые слова: политическая коммуникация, послание, президент.

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**THE MECHANISM OF POLITICAL SPEECHES USING THE EXAMPLE OF THE ADDRESS
OF PRESIDENT VLADIMIR PUTIN***Abstract*

The text analyzes communication strategies present in V. Putin's speeches, as well as ways of their implementation.

Keywords: political communication, missive, president.

Language is very powerful. Thanks to language, people have the opportunity to exchange ideas and information concerning various walks of life: culture, science and politics. It is clear that in communication, to achieve various goals, a large quantity of means of communication are used in certain communicative situations: words, phrases and especially voice, gestures, facial expressions and body movement.

Political communication differs a great deal from usual interpersonal communication. The purpose and the message to the recipient changes which has an effect on the form of the narrative. Speech is primarily a means of acquiring and maintaining the authority of power. Words and gestures in the language of power lose their basic meaning. In order to achieve their goals, politicians often use manipulation and suasion.

Among the most important political speeches are statements from heads of state. A speech from the President of a country not only affects the creation of a positive image of the country in the minds of citizens and increases their sense of security and stabilization, but also has an impact on the strengthening of the state's position in the international arena.

A particular type of speech is a political statement. The ability to influence public opinion with the help of public speaking has always been a great mystery and a great art. In order to fully understand the mechanism of political speech, those taking part in a master class at the Y.V. Gromyko Higher School of Economics analyzed the speeches of different politicians in different countries in different historical eras. They were the speeches of US President Abraham Lincoln (at the opening of the memorial cemetery at Gettysburg in 1863), President Putin of the Russian Federation (an address to the Federal Assembly in 2002) and the speech of US Presidential candidate Lyndon LaRouche (at a conference in Germany in 2003). The analysis of all these speeches led to the following conclusions:

- The text of political speech has considerable power if it contains a reference to a real-life situation.
- The subject of political action is closely linked with the form of speech in which they conducted.
- The form of political speech is determined by to whom it is intended or directed and its purpose.
- It is possible to assess political action from the point of view of the feasibility of action [5].

Success or failure in elections to a large extent depends on the verbal behavior of the political elite. Choosing a strategy of verbal behavior depends on the goals which the politician wishes to achieve by using their speech. The main goals are:

- Convince the target audience of the validity of their judgments so that they will vote for a certain candidate, party or bloc, by presenting convincing arguments or through defamation of a political opponent in the eyes of voters.
- Earn a reputation or strengthen their image.
- Convince the target audience to agree with the speaker and their opinions and accept their point of view.
- Create a certain emotional mood and trigger a certain attitude of the target audience.
- Impart knowledge to the target audience and inform them.

It is necessary to consider the sociological factors that affect the culture of speech of the modern political elite of Russia. Russian voters are not very susceptible to speeches. They want a politician talking to them using clear language in which they communicate daily, without dressing it up. Voters are accustomed not to trust the words of politicians. It is obvious to them that the speaker says one thing, implies another and thinks a third. For example: Alexander Lebed said things such as: “двум пернатým в одной берлоге не ужиться” [7, p. 24], although they are a long way from examples of eloquence, they still increased popularity among the electorate. As evident from that issue, Russia is quite different from the West.

Speech always plays a big role for maintaining or gaining the authority of power of its representatives and transmitters. A low level of speech culture of a politician can lead to a decrease not only in their authority among the electorate, but also in the authority of the power they represent.

Western politicians pay a great deal of attention to their speeches and spend a lot of time preparing to speak properly and speak well in public. Soviet practice of preparing written texts and reading them on a piece of paper has led to a lot of people in the world of politics, economics and culture to forget about eloquence and the art of oration. New living conditions in modern times in Russia have led to the leadership of the country of educated people who can speak well and speak in public, but at regional level there are still many people who are unprepared for new conditions.

We must remember that speech is the identity of not only the person, but also the organisation, the party and the country which this person represents. Speech plays its part as one of the most important components in the creation of the image of a court, statesman or politician. It is important not only for the elementary culture of speech but also for its rhetoric skill [1].

Each politician has their own style of speech which manifests itself in their words, pronunciation, energy and gestures. “Политик должен говорить просто, но не упрощенно; остроумно, но не вульгарно; литературно, но не заумно” [8]. Of course, Presidents do not prepare all their own statements themselves. Scriptwriters take care of this all over the world; they are specialists in preparing speeches for prominent politicians. Preparing a speech is an intimate process. While all are well aware that the President has his assistants, whom he calls his advisers, no one speaks of this loudly. It is said that Putin has approximately 30-40 advisers working for him. During the preparation of Presidential speeches, his speech writers must take into account the nature, characteristics, diction and mannerism of their “client”. You could say that in a sense, speech writers identify with those for whom they write. Although politicians may have a staff of assistants, they carry the responsibility for the words spoken themselves.

Some believe that if there is any spontaneity in the behaviour of the head of state, then it is an innate trait. This applies especially to verbal behaviour which is easier to control than, for example, facial expressions or gestures. Even in Putin's speeches spontaneity manifests itself several times, which was probably not the result of the actions of speechwriters.

Irina Vepreva, Professor of Rhetoric and Stylistics of Russian, notes that there is a tendency of the simplification of language in speeches of Russian politicians following Putin. It often appears as using colloquial language and sometimes even blatantly rude

expressions. This is a consequence of the democratization of language which “началась со снятием цензуры, табу и запретов в российском обществе. Вообще-то, это положительное явление. Европейским странам оно пошло в пользу, а у нас (в России) демократизация речи превратилась в криминализацию. (...) Конечно, понятно, что президент с помощью таких выражений хочет создать образ сильного руководителя” [12].

The Russian President has given political history many expressions which now form part of eloquent expressions. In 2005, affirming that Russia would not negotiate any territorial claims with the Baltic States, Putin said: “не Пыталовский район они получают, а от мёртвого осла уши”. Putin's response to the question of a French journalist at the Russian EU summit in November 2002 gave rise to many comments. The journalist asked him why Russian forces are using antipersonnel mines in Chechnya and whether he thinks that the eradication of terrorism is also destroying the nation of Chechnya. The President first announced that no one can accuse Russia of suppressing freedom and then went on to try to create a caliphate throughout the world and began to explain who faces such a threat from Chechen fighters: “если вы крестьянин, вы в опасности, потому что радикалы-экстремисты преследуют крестьян. Если вы атеист, то тоже в опасности, потому что им не нравятся атеисты. Но если вы мусульманин, то и это вас не спасёт. Приезжайте к нам, у нас многоконфессиональная страна, хорошие врачи, сделают вам обрезание (...) и я порекомендую сделать эту операцию таким образом, чтобы у вас больше ничего не выросло!” [3, p. 183]. Equally shocking was Putin's speech on 22.02.2008, on the subject of recognising the independence of Kosovo. The Russian President said that this kind of event is fraught with unpredictable consequences and supporters of the sovereignty of this region of the state “не просчитывают результатов того, что они делают”. “В конечном итоге, это палка о двух концах, и вторая палка траснет их по башке когда-нибудь” [6]. It is difficult to judge whether these shocking remarks of Putin should be considered as improvisation, non-programmed spontaneity of the President, or if they demonstrate the actual direction of Russian policy. Such statements show that he refers to world public opinion with cynical contempt. The President of such a great country like Russia can admit this of course. This kind of verbal behaviour from Putin is a consequence of new assessment of the political balance in the world. Russia has assumed the post of leader of the Eastern world and has every right to it. The present situation is reminiscent of the challenge launched by the Soviet Union to the West during the Cold War. Indeed, the West has become somewhat weaker due to the crisis within the European Union and the war in Iraq, therefore Russia can take an aggressive stance. Nevertheless, Russia does not want to integrate with western countries, for historical and cultural reasons on the one hand, and on the other, because Russia knows full well that being a part of the West will always be of no great concern. By staying back, Russia is forced to be hostile toward the West in order to emphasize its exclusiveness and position as leader of the Eastern world [4].

The verbal behaviour of Vladimir Putin in many ways resembles a kind of talk-show. His speech is a picture of intelligibility and clarity. The responses of the President are always logical, exhaust the subject, and they are concise yet informative. Putin will always be able to use any issue to say what he considers important. Before him, this consumer attitude to the audience was not noticed in the political arena. So, as a response to a question regarding the development of the e-commerce market, he said: “Представляете, Советский Союз рассыпался, а Россия осталась самой крупной страной в мире!” [2, p. 247].

The biography of the politician and his life experiences are reflected in his communication tactics. You can see a strong influence from the Soviet era in Putin's speeches. The most indicative example is the phrase: “Родина – мать зовет!”. The Russian people represent a great asset for him too, for whom he has high hopes and to whom he completely relates. For Putin, “the nation” is an undivided community and the entire population. This can clearly be seen in many of his statements, for example: “На народ надо опираться прежде всего” (Address to the Federal Assembly of the Russian Federation, 25.04.2005). Often the President introduces several real-life examples in his speeches to more vividly express his views and therefore convince the audience of the correctness of his decisions. This method brings him closer to

the ordinary citizen and so the image of a good President, a man of the people, grows in people's minds. More often than other politicians, Putin uses rhetorical questions which are a good method of asserting the power of the speaker over the audience. The verbal behaviour of the President of Russia is devoid of emotional vocabulary. On one hand it may indicate a lack of emotional response to events in the outside world, but on the other, it may be a conscious self-restriction intended to conceal his passionate temperament. Putin exercises great caution in his statements and he does not like to put himself on the spot. His internal orderliness, developed while working in intelligence, established his reputation as a smart, visionary leader and a good organiser. Putin brought a new style of behaviour to the Kremlin, based on hard work, good judgement, seriousness and a good sense of humour [9]. The style of speech of the incumbent President has been evolving since the time he was prime minister until present day. His speeches were absolutely expressionless before; they lacked new vocabulary and the entire speeches were based upon Yeltsin's clichés. Aside from his statements on the subject of Chechnya, Putin didn't prove himself to be anything special during his time as prime minister. Shortly after Yeltsin resigned, I had the opportunity to comment on any issue and to present the public with his political program [13]. Thanks to the work of experts on political marketing and consulting and of speechwriters, Putin's speech turned into a model of intelligibility and precision.

Address to the Federal Assembly of the Russian Federation (Moscow, 26 April 2007)

Context of the speech.

President Putin gives his annual Address to the Government of the country in the Kremlin. The context of the speech has an affect on his behaviour. He is sure of himself and he acts as the head of state. He can afford to criticize the work of the authorities, knowing full well that members of the Government were taking note of his every word.

Target audience of the speech.

The Address was directed at members of the government and all citizens of Russia. They are waiting for an explanation and an assessment from the President of what is happening in their country and all around the world. The President, of course, selects a topic for the statement taking into account the characteristics of the audience: their age, education and belonging to a given social group. We must also bear in mind the situation in the country, the main issues concerning citizens and the political situation in the world. All these factors affect the selection of lexical and stylistic means which Putin uses. He always tried to speak clearly, accurately and precisely so that all listeners have understood him correctly.

Form of the speech.

An Address – a written request from a statesman on some important political or public issue. An Address is a particular genre of speech. In this, the head of state talked about the situation in the country and the main directions of domestic and foreign policy. The style of the words and the linguistic and extralinguistic means fully comply with the audience. It is a statement made from notes [10]. It is carefully prepared in advance; all information is selected and presented in a certain order. Of course, the listener should feel the mind of the speaker working, and to achieve this, it is particularly important to maintain contact with the audience.

Purpose of the speech.

This speech is a summary of the work of the government, an indication of Russia's place in the international arena and an outline of the goals of the next decade. Putin informed the citizens about what intentions he and the government managed to implement what prospects Russian has for the future.

Topic of the speech.

Vladimir Putin began his speech with a reminder of the achievements of Boris Yeltsin for the consolidation of democracy in Russia and called upon the government to honour his memory with a minute of silence. He then moved onto a list of the most important events of 2007: The State Duma elections and the proclamation of 2007 as the Year of the Russian Language. He highlighted the importance of the upcoming elections of the State Duma in connection with the introduction of a new order. He also listed a number of problems which the state was facing: increasing the volume of regional and local authorities, improving the library system, the creation of the Presidential Library named in honour of

Boris Yeltsin, the expansion of construction for new housing, increasing the size of pensions, maintaining the development of small businesses, strengthening the Armed Forces, the efficient use of natural resources and others. Following that, the President moved onto Russian foreign policy. He expressed his dissatisfaction with the CFE Treaty (Treaty on Conventional Armed Forces in Europe): “Пора наполнить ОБСЕ реальным содержанием, повернуть организацию лицом к проблемам, действительно волнующим народы Европы, а не искать только «блех» на постсоветском пространстве” and the plans to place anti-missile defence in the Czech Republic and Poland. In conclusion, he recalled the upcoming change of power in Russia and said that although many expected that “сегодняшнее Послание будет посвящено главным образом подведению итогов работы (...) предполагали услышать философское оформление рекомендаций на будущее. Однако (...) давать оценки совместной деятельности здесь неуместно”, because President Putin “выступать с политическими завещаниями преждевременно”. It proves indefinitely that Vladimir Putin did not resign and wants to play a more important role in Russian politics. The statement of the President was met with loud applause. At the end of the speech the President announced that Russia “только тогда займет достойное положение в мире (...) если граждане будут видеть, будут чувствовать, будут уверены в том, что все усилия государства направлены на защиту их кровных интересов: на улучшение их жизни, на повышение их благосостояния и их безопасности. (...) Каждый гражданин России должен чувствовать свою сопричастность с судьбой государства. И каждый должен иметь шанс законным образом улучшить свою собственную жизнь, преумножить трудом богатство своей родины”. The Address of President Putin was interrupted with applause 45 times. That's a substantial record.

Linguistic Means.

In the Address under examination, Putin used a number of methods which allowed him to emphasize important information in the text. Ways to achieve this are characteristic of the verbal behavior of the President and he uses them in almost all his speeches. At a lexical level, it is carried out using the words:

- *обратить внимание*: „Обращаю ваше внимание: мы, по сути, открываем ещё одно, сопоставимое с общим финансирование науки, направление – почти в таком же объёме!”, „Обращаю внимание, что в обеспечение делегируемых полномочий федеральный бюджет передаст региональным администрациям 153 миллиарда рублей”. „Обращаю внимание на то, что впервые в Европе могут появиться элементы американского стратегического оружия”.

- *подчеркнуть*: „(...) хочу особо подчеркнуть необходимость создания эффективной системы исследований и разработок в области нанотехнологий, основанных на атомном и молекулярном конструировании”. „При этом подчеркну: ответственность с органов власти субъектов Федерации и органов местного самоуправления никто не снимает”. „(...) ещё раз подчеркну, (поддержание макроэкономической стабильности и борьба с инфляцией) напрямую направлено на рост денежных доходов населения”.

- *именно*: „Для реализации именно такой стратегии мы подготовили условия: приняли законы, сформировали необходимые структуры”. „Государственную поддержку получают именно те направления развития, которые связаны с использованием и внедрением самых передовых технологий”. „И, конечно, в этой связи более правильно было бы назвать его именно фондом национального благосостояния”.

- *отметить*: „Отмечу также, что все более конструктивным становится наше партнерство с Евросоюзом”. „Хотел бы отметить, что духовное единство народа и объединяющие нас моральные ценности – это такой же важный фактор развития, как политическая и экономическая стабильность”. „В целом отмечу, что за последнее семь лет объём бюджетов Российской Федерации вырос в шесть раз”. „Отмечу, что увеличивается и государственная поддержка общественных организаций”.

- *только*: „Только в этом случае (опираясь на базовые морально-нравственные ценности) мы сможем правильно определить ориентиры развития страны”. „При этом мы

понимаем, что находимся, конечно, только в начале трудного пути к подлинному возрождению страны”.

Putin uses demonstrative pronouns to emphasize what he considers important information: “Для этого предлагаю уже в текущем году направить 300 миллиардов рублей, предусмотрев в будущем дальнейшие ассигнования на эти цели”, „Только в этом случае мы сможем правильно определить ориентиры развития страны”, „И чем более сплоченным будет наше общество, тем быстрее и уверенней мы сможем пройти этот путь”, „Но именно в этот непростой период был заложен фундамент будущих перемен”, „За три года применения этой системы на региональном уровне количество партийных фракций в местных парламентах увеличилось почти в четыре раза”, „Вместе с тем многие из находящихся сегодня в этом зале предлагают принять правовую норму (...)”, „В этой связи предлагаю часть средств фонда национального благосостояния направлять на софинансирование таких добровольных пенсионных накоплений”. And the adverb of degree: “необходимы значительные изменения в структуре электрогенерации”, „Но возможности, конечно, сильно возросли”, „разрыв между доходами граждан недопустимо большой”, „Значительно расширены компетенция и возможности местных органов власти”, „(...) подставить плечо там, где риски для частных интересов пока ещё слишком высоки”.

Accentuation of important information is also achieved by repeating the word with the addition of a feature or pause which is marked graphically in the text with – dash symbol, for example: “Вкладывая бюджетные средства в экономику, государство должно лишь подставить плечо – подставить плечо там, где риски для частных интересов пока ещё слишком высоки”, „(...)идея общего мира – общего для людей различных национальностей и конфессий”, „При сохранении – безусловном сохранении консервативной финансовой политики”, „Согласен с этим предположением, но при условии – при условии – что изменения будут идти постепенно (...)”. Sometimes Putin repeats whole phrases twice without adding anything new so that the audience will pay attention to this phrase and make them think about the significance of what has been said, for example: “Струдом, с трудом можно себе представить, чтобы, например, Соединённые Штаты Америки ограничили на таком основании (договор ДОВСЕ) передвижение войск на собственной территории”, “В нашей стране за весь – подчеркну, за весь – советский период было построено 30 атомных энергоблоков”. This method of accentuation is the most frequently used by Putin. In this speech, he used it over 20 times. More than ten times he used another method: Constructing a sentence with *и* at the start to emphasize the idea of the words after it: “И основу духовности самого российского народа испокон веков составляла идея общего мира (...)”, „И российские налогоплательщики вправе рассчитывать, что их деньги не будут потрачены на раздувание пустых популистских обещаний или раскачивание основ государственного строя”, „И уже первый год реализации нацпроектов показал, что удалось ориентировать бюджетные расходы на конечный результат”.

A characteristic President Putin's verbal behaviour is the use of copulative conjunctions with and adversative link: “Считаю, что не только государство, но и бизнес может оказывать всемерное содействие возрождению отечественного кино и театра, книгоиздания и литературы”. „Нацпроект в области аграрно-промышленного комплекса не только доказал свою эффективность, но и продемонстрировал огромные потенциальные возможности российского сельского хозяйства”. „Убеждён, новый порядок выборов не только усилит влияние партий на формирование демократической власти, но и будет способствовать росту конкуренции между ними, а следовательно, будет укреплять и улучшать качество российской политической системы”. And the use of inversion thanks to which highlights the most important information: “Забюрократизованность вопросов организации товарищества собственников жилья, чрезмерная налоговая нагрузка на них, а также непосильные обязательства по ремонту – всё это тормозит создание эффективных механизмов реформирования жилищно-коммунального хозяйства”. „И основу духовности самого оросского народа испокон веков

составляла идея общего мира – общего для людей различных национальностей и конфессий”.

To maintain contact with the audience, Vladimir Putin often asks rhetorical questions, some of them very often in response, for example: “Конечно, возникает извечный вопрос: где взять деньги? Но, во-первых, деньги у нас есть, и формирование расходной части бюджета – это всегда лишь вопрос выбора приоритетов как на федеральном уровне, так и на региональном. А во-вторых, у меня есть и конкретное предложение: направить на эти цели значительные дополнительные доходы(...)”. „Важнейшее событие этого года – выборы в Государственную Думу. В чём их главная особенность и объединяющее значение для общества? Прежде всего в результате выборов будет объективно определён уровень поддержки народом России проводимого нами с вами курса, фактически будет решаться вопрос о преемственности государственной политики”. You can draw the audience's attention to the topic of the speech by using exclamatory sentences. Their use in speech indicates the speaker's emotional approach to issues which it represents. In the speech examined, Putin raised the tone of his statements several times. First of all, when talking about the low efficiency of the members of the government: “Наши грузопотоки продолжают пути через иностранные порты – ну просто недопустимо! Правительство как будто специально никакими мер не принимает. Ну несколько лет мы говорим об этом!” Although several times the tone of the President's speech turned more stern; he's still trying to achieve the goals, not by using political blackmail or threats, but more with the help of the conviction and requests: “Прошу Правительство рассмотреть вопрос о принятии специальной программы развития аэропортовой системы”, “Прошу Правительство это сделать”, “Предлагаю Правительству также проработать вопрос о создании международного консорциума по строительству второй линии Волго-Донского канала”. He presents all of his judgments in the form of suggestions, not orders: “(...) предлагаю часть средств фонда национального благосостояния направлять на софинансирование таких добровольных пенсионных накоплений”, „Для реализации этого проекта предлагаю создать специальную корпорацию, объединяющую предприятия атомной энергетики и промышленности”. The entire time he attempts to maintain an atmosphere of mutual trust and friendship and then addresses member of the government: “Уважаемые коллеги”.

One of the most frequently used words was “мы”, which Putin used more than 20 times: “мы выполним эту задачу”, „мы добились последовательного снижения инфляции”, „мы много лет вместе работали”, „мы и до сих пор не преодолели этой проблемы”, „мы ещё позднее поговорим о приоритетах”, „мы уже ввели систему грантов”. This demonstrates how valuable team work is to him and how important it is affiliated to the Russian people. The President says “our problems” all the time, meaning he fully associates with his fellow citizens and they, listening to this kind of speech, may get the impression that the President is one of them, a man of the people who has a good understanding of all the problems of society. This is a good marketing technique which affects the increase in the popularity rating of Vladimir Putin among society. Furthermore in his statement, Putin used these words more than ten times: *growth* and *development*, when speaking of a situation in the country and about possibilities: “прошу уже в ближайшее время принять закон о поддержке и развитии малого бизнеса”, “развитие портовой структуры”, “стратегия развития nanoиндустрии”, “план развития России”, “развитиеulichно-дорджной сети”, “бесспорным лидером роставляется, конечно, Интернет”, “рост денежных доходов населения”. The development of the state and the strengthening of its position in the international arena is, according to Putin, one of the most important tasks standing before the government given that “Россия исторически была сильна”, like it should be today. In his Address, the President outlined the exact tasks which society must implement in order for Russia to once again become a great power: “Мы с вами должны с полной отдачей сил до последней минуты наших законных, конституционных полномочий и эффективно использовать то время, которое нам подарила судьба, чтобы послужить России”.

To specify his thoughts, Putin, in the aforementioned Address as well as here, uses a detachment technique: “Ведь от того, каким станет российский парламент после 2 декабря этого года, прямо

зависит исполнение наших стратегических планов: это формирование дееспособного гражданского общества, обеспечивающего безопасность и достойную жизнь людей, это становление свободного и социально ответственного предпринимательства, это борьба с коррупцией и терроризмом, модернизация Вооружённых Сил и правоохранительных органов, это, наконец, значимое укрепление роли России в международных делах”.

The use of the order of phraseology has been a means of increasing the attention to his speeches since 2007: *извечный вопрос* („Конечно, возникает извечный вопрос: где взять деньги?”), *посмотреть правде в глаза* („Нужно посмотреть правде в глаза и признать, что сегодня без поддержки государства многие наши сограждане, оказавшиеся в наиболее тяжёлых, сложных жизненных условиях, сами решить этот вопрос не в состоянии”), *остаться пустым звуком* („Прошу, чтобы это не осталось просто пустым звуком”), *подставить плечо* („(...) подставить плечо там, где рискнула частных интересов пока ещё слишком высоки (...).”), *сделать акцент* („Поэтому акцент должен быть сделан на увеличение доли угольной генерации нового поколения”), *перевернуть организацию лицом к проблемам* and words in a figurative sense, to influence the imagery of the speech: „Пора наполнить деятельность ОБСЕ реальным содержанием, повернуть организацию лицом к проблемам, действительно волнующим народы Европы, а не искать только «блех» на постсоветском пространстве”.

Extralinguistic means.

As previously mentioned, the gestures of the President during his speeches in front of his fellow citizens is limited. His hands were almost the entire time on the podium and from time to time he leaned his whole body on his left hand, but nevertheless his body movements were limited. Several times, Putin has made a significant gesture with his hands: Showing the amount of funding for science for the first time (*почти в таком же объёме!*), and for the second time by listing the individuals of those who have a special responsibility for the multiplication of wealth of their country: members of government, federal ministers, governors, deputies and others. Once there was a significant smile on his face which expressed his pleasure with the support of the government. The speech of the President on the topic of dissatisfaction with the work of the CFE Treaty was interrupted by applause. When the applause died down a little, Putin then said, smiling: “Следующая фраза была: «Прошу Федеральное Собрание поддержать эти предложения» – я так понял, что вы поддерживаете”. An important use of a phonetic device was the use of a pause to highlight the significance of information. The longest pause occurred before the transition to the lyrical part of the President's address dedicated to the change of power in Russia. It was a moment that everyone was anticipating as it was the Presidential election in Russia and it was, at that time, the most important matter for each and every Russian. The audience applauded Putin's statement that “political testament” was still “premature”.

An important phonetic device used by Putin is the composition of logical accentuation, which emphasizes the most significant sentence of the speech.

Political speech mastery demands careful preparation of politicians and long-term work under the guidance of experts in the field of public relations. Not everyone has a clear oratorical talent, but it can be developed. A good example is the way Putin, from an unknown civil servant, always sounded like a well-known, effective speaker.

The most important is that Putin has managed to respond to all the needs of the Russian people, who are in need of a “strong hand” in the sense of security and stabilization. Vladimir Putin has provided society with everything it needs.

After analyzing the speech of Vladimir Putin, we can summarize that what is most important in the speeches of politicians is intelligibility and clarity. You can achieve your purpose by talking straight with simple sentences and using vocabulary appropriate to the audience. This analysis demonstrates perfectly that a selection of certain linguistic and extra-linguistic tools depends primarily on location, destination, form, purpose and topic of the speech.

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Practical knowledge of languages (UDC 81`24)

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О КОНЦЕПЦИИ ДИСТАНЦИОННОГО КУРСА ПОВЫШЕНИЯ КВАЛИФИКАЦИИ «МЕТОДИКА ПРЕПОДАВАНИЯ РУССКОГО ЯЗЫКА КАК ИНОСТРАННОГО (РКИ): ТРАДИЦИИ И ИННОВАЦИИ»

Аннотация

В статье обосновывается подход к построению дистанционного курса «Методика преподавания русского языка как иностранного (РКИ): традиции и инновации» для повышения квалификации преподавателей русского языка как иностранного. Благодаря многолетнему опыту подготовки преподавателей РКИ и обучения иностранцев русскому языку определены темы, которые, с одной стороны, являются базовыми, а с другой стороны, вызывают определенные трудности в процессе преподавания русского языка как иностранного. Цель курса «Методика преподавания русского языка как иностранного (РКИ): традиции и инновации» – ознакомить преподавателей-русистов с традиционными методами обучения РКИ и новейшими исследованиями проблем преподавания РКИ. Предлагаются авторские учебные материалы, разработанные специально для слушателей дистанционного курса. Полученные знания слушатели курса могут непосредственно использовать в своей практике.

Ключевые слова: дистанционный курс, русский язык как иностранный, повышение квалификации, авторские учебные материалы.

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ON THE CONCEPT OF DISTANCE TRAINING COURSE "METHODS OF TEACHING RUSSIAN AS A FOREIGN LANGUAGE (RFL): TRADITIONS AND INNOVATIONS"

Abstract

The article explains the approach to the design of the distance course "Methods of teaching Russian as a foreign language (RFL): traditions and innovations" for the training of teachers of Russian as a foreign language. Through years of experience of the teaching Russian language and of the training teachers of Russian language for foreigners are defined topics, which, on the one hand, these are basic, on the other hand, cause some difficulties in the process of teaching Russian as a foreign language. The aim of the course "Methods of teaching Russian as a foreign language (RFL): traditions and innovations" is to acquaint Russian teachers with traditional teaching methods RCT and latest research of the problems of teaching Russian as foreign. Authorial educational materials designed specifically for students of distance learning course. The acquired knowledge students can directly use in their practice.

Keywords: distance course, Russian as a foreign language, training of teachers, authorial educational materials.

Предмет исследования. Дистанционный курс «Методика преподавания русского языка как иностранного (РКИ): традиции и инновации» предназначен для преподавателей русского языка как иностранного, которые хотели бы повысить свою квалификацию. Цель курса – ознакомить преподавателей-русистов с традиционными подходами к обучению РКИ и новейшими исследованиями проблем преподавания РКИ. Полученные знания слушатели курса могут непосредственно использовать в своей практике. Благодаря многолетнему опыту подготовки преподавателей русского языка как иностранного в СПбГУ и обучения иностранцев русскому языку определены темы, которые, с одной стороны, являются базовыми, а с другой стороны, вызывают определенные трудности у преподавателей РКИ.

Материалы исследования. В процессе обучения слушатели получают сведения о следующих педагогических функциях преподавателя РКИ (в трактовке В. В. Молчановского) [1]:

1. *Коммуникативно-обучающая* (способность достигать практической цели обучения и владение знаниями о коммуникативном, речевом и языковом содержании предмета обучения – “русский язык как иностранный”).

2. *Информационно-ретрансляционная* (способность воспринимать, отбирать, преобразовывать и передавать информацию, предназначенную для усвоения учащимися).

3. *Мотивационно-стимулирующая* (способность ориентироваться на учащегося как активного субъекта учебного процесса и выбирать ситуативно обусловленные учебные действия).

4. *Инструментально-адаптирующая* (способность использовать адекватные средства обучения).

5. *Функция самореализации и саморазвития* (способность осознавать себя, свою деятельность в учебном процессе, регулировать и объективно оценивать свои профессиональные действия, способность к профессиональному самообразованию, самообучению и самовоспитанию).

В условиях дистанционного обучения развитие личности преподавателя и его профессиональных качеств осложняется ограниченными временными рамками. Это предполагает и большую самостоятельную работу слушателей и оптимальную организацию обучения, которая в максимальной степени способствовала бы формированию основных видов компетенций преподавателя РКИ. В связи с этим в дистанционном курсе предусматривается работа с научными текстами по теме раздела (обязательными и дополнительными). После ознакомления с текстами слушатели выполняют контрольные задания и упражнения. Такой подход обуславливает сугубо практическую направленность обучения, что диктует необходимость представления процесса обучения как деятельности, связанной с решением профессионально-педагогических задач, которые выступают в качестве единиц

педагогической деятельности. Согласно мнению современных методистов, задача – это данная в определенных условиях конкретная цель деятельности, которая может быть достигнута преобразованием этих условий в соответствии с определенной процедурой [2].

В дистанционном курсе ставятся *функциональные* задачи (обучение коммуникативной деятельности, информационно-ретрансляционные задачи, задачи использования и адаптации средств обучения, мотивационно-стимулирующие задачи, задачи профессиональной самореализации и саморазвития преподавателя) и *дидактические* задачи (гностические задачи, конструктивно-проектировочные задачи, организационные задачи, задачи педагогического общения).

Цели каждого раздела курса отражают названные выше задачи. В результате обучения слушатели должны научиться решать педагогические задачи, благодаря чему формируется личность преподавателя, а не просто специалист, владеющий набором деятельностных навыков. По мнению, Г. П. Щедровицкого «То, чем «владеют» индивиды, осуществляющие деятельность, существенно отличается от самих деятельностей; это – «внутренние» субъективные условия и средства, позволяющие им строить разнообразные деятельности...» [3]. Важна психологическая, интеллектуальная готовность человека к решению задач. В этом случае можно говорить о сформированности профессионально-педагогической базы, которое представляет собой совокупность знаний:

а) знания самого предмета (содержания обучения, т. е. знания того, чему учить);

б) знания техники и технологии обучения (методики преподавания, т. е. знание того как, какими средствами обучать, какие приемы использовать);

в) знания о национально-культурных и индивидуальных особенностях обучаемых;

г) знания о том, как применять имеющиеся знания в конкретных ситуациях с учетом конкретных условий обучения.

Как единое целое эти знания соответствуют понятию профессиональной компетенции преподавателя РКИ и обеспечивают высокую результативность педагогического процесса.

В рамках дистанционного курса «**Методика преподавания русского языка как иностранного (РКИ): традиции и инновации**» предусматривается формирование следующих видов компетенций преподавателя РКИ (в трактовке В. В. Молчановского) [4]:

1. *Общегуманитарная компетенция.* Проблемы межкультурной коммуникации могут быть эффективно разрешены в том случае, если у преподавателя РКИ имеется профессионально достаточный уровень общегуманитарной компетенции.

2. *Лингвистическая компетенция.* Будучи ведущей предметной компетенцией, данный вид компетенции базируется на сформированном языковом сознании преподавателя-руссита. Основу лингвистической компетенции составляет системно организованная совокупность знаний о системе русского языка.

3. *Психологическая компетенция.* В ее состав входят знания психологии образовательной деятельности (единство педагогической и учебной деятельности); психологии учебной деятельности и ее субъекта – обучаемого; психологии педагогической деятельности (единство обучающего и воспитывающего воздействия); психологии учебно-педагогического сотрудничества и общения (И. А. Зимняя).

4. *Педагогическая компетенция.* Педагогическую компетенцию составляют четыре блока общепедагогических знаний:

1) знание фундаментальных идей, концепций, законов и закономерностей развития педагогических явлений;

2) знание ведущих педагогических теорий, категорий и понятий;

3) основополагающих педагогических фактов;

4) прикладные знания об общей методике обучения.

5. *Методическая компетенция.* В данный вид компетенции входят знания методических теорий, концепций и подходов к обучению иностранному языку; знание методической терминологии; знание научно-методической литературы по РКИ; знание приемов, методов и способов преподавания;

знание типологии упражнений, направленных на формирование соответствующих навыков и умений; знание программ, учебников, учебных пособий и технических средств обучения.

6. *Профессионально-коммуникативная компетенция.* Эта компетенция предполагает умение преподавателя самому внутренне настроиться на обучение и дать обучаемым установку на общение; умение добиться коммуникативного контакта и поддерживать установившийся контакт; умение установить педагогически целесообразные отношения с коллегами и другими участниками педагогического процесса; умение своевременно и адекватно воспринимать и оценивать изменения в условиях общения; умение правильно оценивать коммуникативные поступки учащихся, их реакцию на речевое поведение преподавателя и других учащихся; оперативно корректировать собственные коммуникативные действия и действия учащихся.

Кроме того, в состав профессионально-коммуникативной компетенции включаются: педагогический такт; способность к импровизации; умение координировать задачи обучения РКИ с формами и приемами профессионально-педагогического общения; умение использовать педагогическую коммуникацию для повышения учебной активности учащихся; умение создавать условия для комфортного общения учащихся и на уроке и в реальной коммуникации; умение поддерживать мотивацию к учебному общению и изучению русского языка; умение методически правильно дозировать собственный речевой продукт на уроке; умение обеспечивать успешное решение запланированных коммуникативных задач.

Слушатели дистанционного курса «**Методика преподавания русского языка как иностранного (РКИ): традиции и инновации**» должны овладеть педагогической техникой, которая включает в себя:

1) владение техникой речи;

2) владение культурой речи (нормативность, чистота, уместность, вариативность, выразительность);

3) умение корректно использовать мимику и жесты;

4) умение регулировать свое психическое состояние;

5) умение учитывать национально-культурные особенности усвоения информации учащимися, принадлежащими к разным национальным культурам.

Следует иметь в виду, что преподаватель РКИ должен быть динамичным, активным и рефлексивным специалистом. При деятельностно-ориентированном обучении педагогическая рефлексия предполагает со стороны обучающего не прямое руководство действиями учащегося, а создание субъективных, личностных оснований учебной деятельности. Педагогическая рефлексия проявляется в процессе

1) учебного взаимодействия преподавателя с обучаемыми, когда преподаватель стремится понять и целенаправленно регулировать формулирование мыслей, чувства и действия обучаемых;

2) проектирования деятельности учащихся, когда преподаватель определяет цели обучения и представляет их в конструктивных схемах достижения;

3) самоанализа и самооценки обучающих действий.

Профессиональная компетенция предполагает наличие у преподавателя такой характеристики как адекватность, которая обеспечивает успешное осуществление педагогической деятельности. В методической литературе под адекватностью понимается гибкость, высокая адаптивная способность преподавателя в конкретных условиях обучения.

Результаты. Перечислим основные проблемные вопросы, включенные в программу дистанционного курса «**Методика преподавания русского языка как иностранного (РКИ): традиции и инновации**»:

– *Психолингвистические проблемы изучения иностранного языка.* В данном разделе рассматриваются такие понятия как интерференция и трансференция, ошибка в речи на неродном языке, определяется роль контрастивного анализа при обучении иностранному языку.

– *Цели и задачи обучения русскому языку как иностранному на разных этапах.* Компетентностный подход к обучению РКИ. Раздел посвящен анализу методов обучения и методов учения. Уточняются цели и задачи обучения, предлагается классификация целей обучения иностранному

языку, разграничиваются виды компетенций и описывается структура компетенций.

– *Структура содержания обучения.* Принципиально важным для методики преподавания РКИ является понятие содержания обучения. Необходимо обосновать выделение компонентов содержания обучения, решить проблемы отбора содержания обучения в зависимости от объекта обучения / усвоения языка.

– *Проблемы билингвизма и обучение иноязычному произношению.* В рамках данной темы анализируются различные определения термина "билингвизм", рассматриваются критерии описания билингвизма, дается характеристика языковых контактов.

– *Принципы отбора и организации лексического и грамматического материала на разных этапах обучения.* При работе над грамматикой в курсе русского языка как иностранного предлагается опора на механизм коммуникативного синтаксиса: в рецептивных видах речевой деятельности при анализе коммуникантом высказывания с

целью выявления его значения и в говорении или письме при выборе говорящим/пишущим грамматического оформления для своего сообщения. Обращается внимание на то, что обучение лексике осуществляется благодаря взаимодействию известных операциональных уровней языка: лексического, фонетического, словообразовательного, морфологического и синтаксического.

– *Проблемы обучения видам речевой деятельности (чтение, говорение, аудирование, письменная речь).* Цикл лекций охватывает довольно широкий круг вопросов: принципы отбора текстов для чтения и аудирования, особенности контроля письменной речи, оценка уровня сформированности умений в говорении на разных уровнях обучения РКИ.

Выводы. Дистанционный курс «Методика преподавания русского языка как иностранного (РКИ): традиции и инновации» позволит слушателям расширить знания о методах, способах и приемах обучения, ознакомиться с новейшими исследованиями методических проблем в области преподавания РКИ с тем, чтобы эффективно применять их при обучении иностранцев русскому языку.

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Linguistics and languages (UDC 81)

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ИЕРАРХИЧЕСКАЯ СИСТЕМА ПОНИМАНИЯ. СИСТЕМА "ЧЕЛОВЕК-ТЕКСТ"

Аннотация

В данной статье мы руководствовались гипотезой о том, что исследование процесса смыслопроизводства выявляет структуру взаимодействия участников в процессе коммуникации и при взаимодействии «человек-текст». С помощью методов интертекстовых вопросов нами была обнаружена иерархическая структура взаимодействия "человек-текст", выделены лингвистические особенности текста, которые задают иерархию процесса смыслопроизводства и смыслопередачи. Выделены основные классы интертекстовых вопросов. Их классификация отражает иерархическую структуру осмысления. Обнаружен персонифицирующий эффект, способствующий вовлеченности участников коммуникации в процесс смыслопроизводства. Эта тематика является перспективной для дальнейших экспериментальных исследований в этом направлении, поскольку в настоящий момент недостаточно изучена.

Ключевые слова: процесс смыслопроизводства, метод интертекстовых вопросов, иерархия процесса осмысления, персонифицирующий эффект.

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HIERARCHICAL SYSTEM OF SENSE-MAKING. THE "HUMAN-TEXT" SYSTEM

Abstract

In this article we drew upon the hypothesis that the research of sensemaking process discovers the structure of participant interaction in communication and "text-individual" interaction. With the help of the method of intertextual questions hierarchical structure of this interaction was discovered, the linguistic particularities of text were identified, that provoke hierarchical level of sensemaking process. The main classes of intertextual questions were also singled out. Their classification reflects the hierarchical structure of sense-making. The personified effect has been found, which stimulates more involvement in sensemaking process in communication. This topic is perspective for further experimental researches in this direction, since nowadays it is not studied enough.

Keywords: sense-making process, method of intertextual questions, hierarchy of sense-making, personifying effect.

We have conducted a series of empirical researches where our goal was associated with the clarification of the structure of interaction "human-text" in the process of sense-making. We have applied system approach to the research of interaction "human-text". This system also includes a human, a text and a process of interaction. The goal of such system is making of sense.

The text was represented as an element of system which has the following hierarchical structure:

1. vision – purpose the author pursues during writing the text; it is organizing, providing coherence and integrity of the text content;
2. content – the set of actions, objects, participants aimed at the expression of the author's vision;
3. language units structured in a certain way and intended to express certain text content. The text possesses the complexity for a man at every level of its content. The man in the process of sense-making overcomes this uncertainty and builds his own subjective image of the text. As far as the system-formative factor and the final

aim of "human-text" interaction is sense-making (as a result), the form of a man's activity (sense-making as a mode) must have hierarchical organization similar to that of a text.

Before the experiment the hypothesis was formulated that the structure of "human-text" interaction during sense-making is not homogeneous and is obviously represented on different hierarchical levels which, on the one hand, reflect the peculiarities of the hierarchical structure of the text, and, on the other hand – the human's activity aimed at overcoming the text complexity at every level.

Besides, we have formulated the hypothesis that during the interaction "human-text" the correspondence between hierarchy of text complexity and the level of sense-making by the man must be observed.

For researching the structure of interaction "human-text" we have chosen the method of intertextual questions, since this method satisfies the demands for researching the system "human-text".

The question is the human's purposeful activity associated with making sense of the text through which he overcomes text

complexity. So, the method of intertextual questions allows to explicate and fix the process of interaction “human-text” during sense-making and to research its structure.

The procedure of the experiment was as following. The participants were offered a narrative text in Russian language consisting of 50 sentences, and 2 advertising texts of 15-25 sentences. In order to investigate the structure of interaction “human-text” in the process of sense-making, that is to have the possibility to fix the process of interaction during making sense of the text, we should specify certain fragments in the process of interaction “human-text”. That is why the text was offered to the participants by separate sentences. We will call them “positions”.

In the process of experiment we have previously chosen 2 forms of text presentation. In the first case the participants were sequentially presented with cards for every text position, in the second case the text was read aloud by separate positions. Comparing the questions obtained from the informants, we received evidence of no significant differences between the answers of the first and second groups. Meanwhile, the group which was presented with the cards, worked slowly spending time of thinking their questions through. There is a well-known fact in experimental psychology: participants of the experiment have fear that their results might be evaluated, so they adjust (adapt to) for the goals of the experiment and seek to control their reactions. It may be the case

in our own experiment. As far as we were interested in the participants’ spontaneous reactions, we read the text aloud. This form of text presentation also satisfied the time criterion since the text offered was rather lengthy and the use of cards, taking into account the quantity of the participants, would take a lot of time.

45 persons took part in the research with narrative text, and 35 persons – with advertising texts. They were offered the following instruction.

Instruction. We offer you to take part in the experiment, the aim of which is to reveal the mechanisms of sense-making. We will read you the text by separate sentences and you should try to understand it as well as possible. After each sentence you should formulate the question associated with the text content which is most important at the moment of reading. You may ask question associated with its previous and further presentation. Each question should be fixed in the questionnaire under its own number that corresponds the number of a sentence read.

As a result, the massive of intertextual questions was obtained. As far as we were interested in a structure of interaction “human-text”, especially in the relationships between the text structure and making sense of it, we were to classify all intertextual questions.

In the research we have discovered the following classes which described all the multitude of intertextual questions.

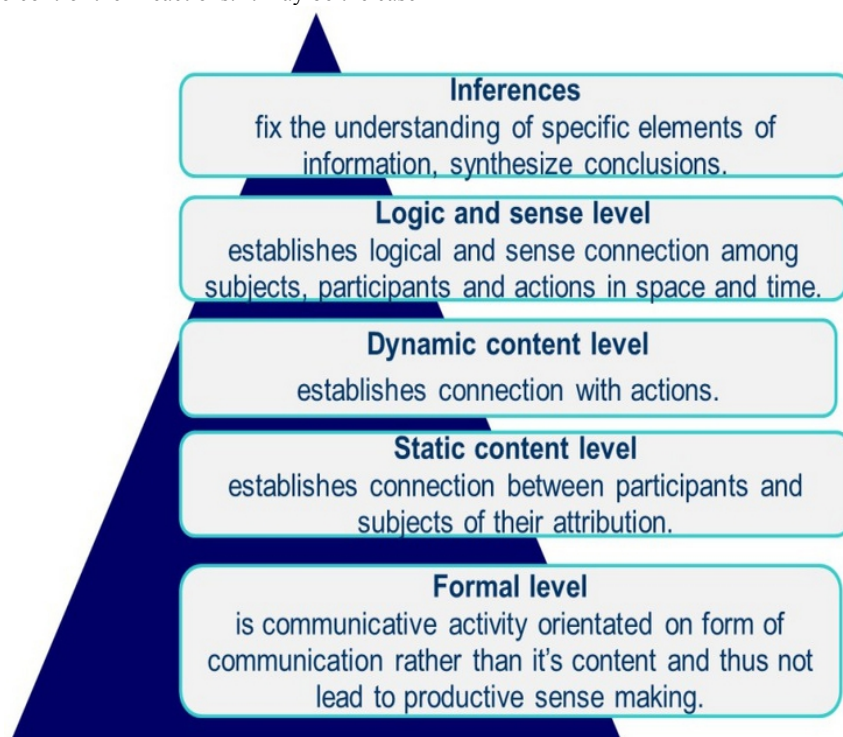


Figure 1. Classes of intertextual questions

1st class. Formal level. These questions are asked with the aim to find out the meanings of words, phrases, the coherence of language units as well as language forms and word combinations. These questions are directed towards, basically, connotative, occasional and figurative meanings of words. The objects of such questions are basically metaphors, metonymies, idioms.

2nd class. Static content level. Questions at this level are aimed at clarifying the text aspects associated with its content. The questions are singled out that are directed towards statistical dimensions of a sentence; participants, their attribution, status; objects of action (instruments, devices, elements of objects); place and time of actions.

3rd class. Dynamic content level. The questions on this level are aimed towards the dynamic dimensions of the content: to the direction of action; rapidity of action; the mode of action; the result of action; action content, specifying the sequence of the action carried out.

4th class. Logic and sense level. These questions are aimed at specification of the relations between content dimensions in the previous, already presented, or in a current text positions. In so

doing such categories as the purpose of action, its cause and reasonability are actualised.

5th class. Questions—inferences. They result the text fragment presented, carry out fixing, completing and integrating function in the making sense of a certain text fragment, they summarize. As a rule, such questions are conclusions and statements in their form. It should be noted that this part of questions-statements most fully reflect the respondents’ subjective preferences and abilities to adequately complete making sense of a certain text fragment.

As a rule, for each text position the participants asked questions from different groups. There were virtually no such text positions that were asked with the questions of only one group.

Since this classification describes all the questions that may be found on every position of the presented text, we may conclude that this classification of questions reflect the interaction “human-text” during making sense of this text. We paid attention to the fact that the resulting classes of questions are not homogeneous and organized into hierarchy.

Formal question in such case represent the simplest kind of sense-making – on the level of lexical units; content questions are

aimed at specifying objective and content aspects of text, on the level of participants, objects, place, time as well as on the level of actions that happen to participants, objects in time space; logic and sense questions and inferences represent the most complex kind of sense-making aimed at the creation of coherence, integrity and identification of the purpose of text.

Consequently, this classification reflects hierarchical structure of sense-making. Hierarchical structure of sense-making was offered by Y.A. Mikk [6], Z.I.Klychnikova [4], I.Z.Zimniaja [3], A.A.Smirnov [9], Z.D.Lvovskaya [5]. So with the help of the method of intertextual questions we have experimentally revealed that interaction "human-text" during sense-making is heterogeneous and has hierarchical structure.

In the process of experimental research we formulated an assumption about the existence of linear dependence between the number of the text position and the quantity of questions from each group. In other words, we supposed that there is dependence between the increasing of a text position number and the decreasing of formal questions. We also supposed that the amount of inferences increases as the text unfolds; the amount of the questions of all the other groups decreases with the number of sentences increasing.

We proceeded from the assumptions about stage-by-stage change of the text complexity for a reader. We suppose that at the beginning the subject assimilates the content objective aspect; gets acquainted with main participants, object surrounding, then he acquires the actions; establishes causal relations and draws inferences. So the hierarchy of text complexity increases sequentially. Our assumption is based on the concept of "text without context" introduced by M.Gaaze-Rappoport and A.D. Pospelov [1]. They model texts out of parts where firstly the participants who don't have names, only indications, are introduced, then the actions between them are described and then the causal relations are explicated.

Reduction of the amount of formal, static, dynamic and logical questions by the moment of full text presentation is obviously explained by the main text concepts, gradual acquaintance with the object surrounding, main characters and logical relations in the text.

The amount of dynamic questions slightly reduces as the text approaches to its end. It is obviously associated with the fact that at the end the text is less saturated with actions as it was in the beginning. The amount of inferences slightly increases, but at the same time, since there is no explicit increase, the operation of inferences is obviously evenly presented.

At the same time, we paid attention at the existence of certain text fragments where our assumption about sequential change of text complexity along with the increase of position was confirmed. Our data allow to make a conclusion about the existence of certain fragments in the text comprising different complexity in them (on the level of language meanings, on the level of objects and participants, on the level of actions and logic and sense relations). And there are certain text fragments for each level of complexity, their limits don't coincide.

So, text complexity of each level changes disproportionately to the increase of the number of text position and concentrates on certain text fragments. Since these fragments are not ordered sequentially according to the complexity from the level of meaning of lexical units to the level of causal relations and inferences, the conclusion can be made that the complexity of the text doesn't change sequentially *from simple to complex* one in the course of reading a text. These hierarchical levels can be present simultaneously and replace each other in a loose order. So, our hypothesis about the sequential change of the complexity of text wasn't confirmed.

Since we were interested in the structure of the process of interaction "human-text" during sense-making, especially in the relationships between the features of the text positions and making sense of them, we needed to analyze the features of such text positions which correspond certain kinds of sense-making.

The appearance of the dynamic questions is associated with the description of actions (sequence, rapidity, results). We also paid attention to the fact that great amount of dynamic questions coincides with negative peaks of logical questions. It also allows to say that dynamic and logical questions really belong to different levels of sense-making and bringing in stimuli at the dynamic level prevents sense-making on a higher level. Consequently, the

correspondence between the complexity of the text position presented and the level of making sense of it preserves for dynamic questions.

Summarizing the content of these positions, we can make a set of conclusions.

1. These sentences possess the features of sense completeness in a text.

2. Sense fragments of the text are singled out which are completed with the increase of the proportion of inferences, that is on these positions the conclusions about the sense fragment of a text are made.

3. The tendency of increasing inferences according to the chronological sequence of position in a given semantic fragment is observed.

The presence of figurative meanings, comparisons, idioms is observed in these positions. Others are characterized by the brevity in content. Such brevity of a text position led to the fact that informants lost orientation in text content and tried to restore it on the level of the meanings of language units. The increasing of formal questions is accompanied by the decreasing of sense-forming question. In our opinion, it evidences about the mutually excluding sense-making on the level of meanings of language units and on the level of logic and sense relations.

So, basing on the analysis of text positions, a conclusion can be made that the amount of questions of each group depends on textual content. Moreover, there is a correspondence between the level of complexity of the presented text position and the level of making sense of it by the group of respondents. So, our hypothesis about the correspondence between the hierarchy of the text complexity and the level of making sense of it was confirmed.

We have also discovered the relationships between the levels of sense-making. Thus, content and formal levels of sense-making are in a reverse relations with the group of logic and sense questions. Basing on this, it can be concluded that sense-making on a lower level (formal and content) prevents sense-making on a higher level (logic and sense), and these kinds of sense-making really belong to different hierarchical levels.

As a result of preliminary research, we have obtained classification of intertextual questions which describes all the massive of questions and reflects hierarchical structure of interaction "human-text". This classification allows to structure the process of interaction "human-text" the aim of which is sense-making.

We received evidence that the process of interaction is heterogeneous (not uniform) and is represented on different levels: formal, content, logic and sense and the level of inferences. And sense-making on a lower level prevents sense-making on a higher one.

Since the hypothesis about the correspondence between the hierarchy of the text complexity and making sense of it was confirmed, we can say that the information presented in the text generates a corresponding level of comprehension. It means that the text possesses a sense-formative function, that is it influences sense-making during interaction. Consequently, the quality of the presentation of textual information will define the character of sense-making. On the other hand, the correspondence between the hierarchy of text complexity and making sense of it allows to say that making sense of a text is more adequate if a person orients to the text content trying to making sense of it. In this case he reacts more accurately to the level of the information presented in a text. At the end of experimental research lets us summarize the data and make important conclusions.

We have experimentally discovered linguistic features of the hierarchical structure of a text. Among them we can single out "simple" and "complex" features. By saying "simple" we mean those which are fixed by concrete text elements, on one of the lexical levels, lexical-grammatical or lexical-semantic one. For example, lexica with notion-objective, processual-acting meaning, etc.

"Complex" structure features, on contrary, don't always find concrete expression in a text. As a rule, they have a set of indicators both on lexical, grammatical, syntactical and semantic levels. For example, the novelty of elements, real reference, explicative power of utterances, the presence of target function in sentences, reasonableness and conditionality of text elements, etc. We will call

these features “contextual features of the text”, since they can’t be singled out without the analysis of the context.

It should be noted, that the main differences of the hierarchical structure of texts are defined not by “simple” features, since every text contains lexica with notion-objective and processual-acting meanings.

The conclusion that the main differences of the text structure lies in contextual features that organize the structure (architectonics) of the content and thus define the meaning of a text, is also important, since the analysis of the meaning of “simple” linguistic features without contextual ones is not constitutive.

Consequently, it is these contextual features of a text that need to be investigated, they are basic and define its differences. Moreover, modeling the text without contextual features is unreasonable.

However, a question arises: what defines the context and in relation to what is should be studied? Often during interpretation of narrative texts (for example, hermeneutic approach) the analysis of an appropriate historical setting, author’s biography, etc. is conducted. The need for this arises especially because the purpose of the text is not expressed. Thus, the researcher has to interpret the context by himself and to define the purpose of the text for the author. It should be noted that sometimes the author himself doesn’t fully realize the purpose of the text (the difference between the critics and the author’s opinion). This creates for the researcher additional difficulties and leads to subjective ambiguity in interpreting the context and the purpose of a text.

That is why in our research we have chosen special orientated advertisement texts, that is the texts with a clearly defined purpose (perlocutive effect): stimulating reader’s actions aimed at surrounding reality. In this case the context is defined by the purpose – to make influence. The meaning of the context and architectonics of the structure and the use of certain language tools must correspond to the purpose of a text. Here the context is a means for achieving the purpose. All the above-mentioned allows to make a conclusion: the text should be studied and designed in relation to this purpose.

In our work we defined linguistic features of the following analysis and modeling of texts in actively influencing communication channels (for example, advertisement). It especially allows to analyze the linguistic features of an advertisement with a certain purpose which is expressed as an exclusive sale offer.

Since the texts may be aimed at different purposes, for example, creation a presentation, understanding, impact on emotional state, then, consequently, the context for achieving these purposes must be different as well. So, linguistic features characterizing these contexts are also different.

Thus, analyzing text in relation to various purposes, we have a possibility to reveal various phenomenology, characterizing the text organization (in our case – personifying effect). This topic is perspective for further empiric researches in this direction, since at the current moment it is not studied enough.

The offered approach to researching the texts in the actively influencing communication channels allows to study the context in relation to the purpose of a text. It can be easily transferred to other special orientated texts, for example, political ones.

Special orientated advertisement texts chosen for the research have explicitly expressed purpose – perlocutive effect. System presentation of interaction “human-text” allows to consider the features of a human and a text in relation to the purpose and to define those one that influence the perlocutive effect. We have obtained interesting experimental data about the respondents’ individual strategies during the interaction “human-text”. Unfortunately, these materials exceed the frames of this work.

Designing of a research oriented especially towards the process of interaction as a representative system characteristics allowed to investigate the system “human-text” as well as linguistic features of a text in relation to perlocutive effect.

As far as the linguistic features that we discovered characterize the context as a means for achieving purpose, we will call them functional-aimed, and the text structure that was the object of research will be called functional-aimed, correspondingly.

Thus, the feature of a functional-aimed text structure is a phenomenon of personifying effect that we have discovered. In its function, personifying effect is similar to “communicative effect” of

an utterance [2]. In authors’ opinion, communicative effect consists in accepting the utterance by the reader or listener. They also note that the perlocutive effect of an utterance is impossible without the communicative one. However, in our case, personifying effect, in contrast to the communicative one, is aimed not only to the accepting of utterance but to the influence upon the subject as well. That is why it is more powerful, active and externally orientated feature of the functional-aimed text structure and can be considered as a separate phenomenon.

Personifying effect has linguistic features in a text and is represented on different hierarchical levels. Thus, on the one hand, the effect of personification is achieved at the expense of the use of certain lexical units which can be isolated from the text. For example, personal pronouns of the second person, verbs aimed at the reader expressing the possibility, intention, open appeal to action, lexica of the semantic field “successfulness”. On the other hand, personifying effect has contextual features, for example, novelty of the text elements, reasonableness and conditionality of the appearance of elements of text content, real reference, presence of the target function in sentences, constructive communicative strategy (absence of pumping). As we realized, personifying effect can’t be isolated on the level of “simple” features and is defined by the contextual features of a text.

On the one hand, it has hierarchically ordered form of expression in a text. On the other hand, it reflects the quality (condition) of the functional-aimed structure as a system in relation to the purpose (perlocutive effect).

Thus, personifying effect directly influences the perlocutive effect and therefore is an obligatory component and a characteristic feature of advertisement texts. However, the use of linguistic attribution of the perlocutive effect doesn’t define its achievement by itself, that is it has different degree of the adequacy in relation to the purpose. Thus, for example, “formal” text positions have an explicit personifying attribution, for example, assertives and commissives that contain verbs indicating the possibility, intention and appeal to action; interrogative form of sentences. These features are also characteristic of the positions that provoke inferences.

Alongside, their usage in “formal” positions is not appropriate, since it doesn’t take into account contextual features, for example, reasonableness and conditionality of the content elements by the text presentation. The absence of the objective function in interrogative sentences, of the agent and performative verb in assertives and commissives evidences about the poor quality of organization of personifying effect in functional-aimed structure in “formal” positions. It should be emphasized that such analysis of the quality of personifying effect is possible only in relation to the purpose of the text.

So, in modeling special orientated texts with the predictable perlocutive effect, functional-aimed text structure must be such that the organization of the personifying effect as a necessary condition corresponds the purpose. And the more the perlocutive effect that must be expressed, the more simple and contextual expressive means of the personifying effect should the functional-aimed text structure include. That is why the personifying attribution is a prerequisite for a predictable perlocutive effect, and its adequate organization in relation to the purpose of the text is a its sufficient condition.

It is important to note that linguistic features of the positions revealed in experiment characterize not only functional-aimed text structure, but the content one as well. We will consider this conclusion in more detail.

We have proved in research the hierarchical character of interaction “human-text”. It is represented in the following ways: formal, static content, dynamic content, logic and sense, inferences. As far as the process of interaction “human-text” reflects the features of the object and the subject, we may state that the hierarchy of interaction is defined by the text features and conditioned by the textual structure. This confirms the regularity of the correspondence between the hierarchy of text position and the mode of interaction between man and text that we discovered in the analysis of features of text positions. Thus, “static” positions correspond the lexica with notion-objective meaning, “dynamic” ones – lexica with processual-acting, “logic and sense” and “inferences” – lexical markers of the argumentative discourse and the elements ensuring the content coherence and the integrity of the text.

So, we can state that hierarchical structure of the text is organized on notion-objective and processual-acting levels as well as on the levels ensuring the content coherence and the integrity of the text. This structure is called the content text structure, and linguistic features are called content-structural, correspondingly.

This content structure is similar to the structure of the narrative text in a preliminary research which allows to make a conclusion about its basic and universal character for the texts with various purposes. In D.A.Pospelov's terms [8], the content structure is a "text without context".

As far as the purpose is a system-formative factor for a text, then functional-aimed structure organizes the content one in relation

to the purpose and creates the contexts facilitating the achievement of the perlocutive effect. So, by means of analogy, we can call functional-aimed structure as "context without text".

No let us pay attention to the function of such modes of interaction "human-text" as logic and sense and inferences. We suppose that these modes ensure the relation between the content and functional-aimed structures and the purpose of the text. By saying "inferences" here we mean those text positions which express its purpose, perlocutive effect. Positions that provoke inferences must adequately express the objective (purpose) function of the text. In such case the respondents' inferences will evidence that the perlocutive effect is achieved.

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КАТЕГОРИЯ СВЯЗНОСТИ И НАЦИОНАЛЬНО-ДИСКУРСИВНАЯ ФОРМАЦИЯ

Аннотация

В статье анализируется вхождение/невхождение компонентов в один концепт как основа связности. Рассматриваются концепты, в том числе и цветовые. В качестве иллюстраций рассматриваются публицистические и рекламные тексты.

Ключевые слова: связность, национально-дискурсивная формация, концепт, цветовая номинация.

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THE CATEGORY OF COHERENCE AND NATION-DISCOURSE FORMATION

Abstract

The article deals with entry/non-entry of components in the same concept as the base of coherence. The concepts including colour concepts are regarded. Publicistic and advertising texts illustrate it.

Keywords: coherence, nation-discourse formation, concept, colorism.

Every nation as a language community regularly and constantly interacts according to the base of common, known to everybody signs. The concrete language encodes the worldimage relevant for members of the definite nation. It should be mentioned that linguistic worldimage is a dynamic phenomenon, reflecting and changing in the way of life of the language community. People, not only speaking one language but living in the same socio-common and culture-political conditions, for example in the same time in the same country, have the equitable linguistic worldimage. All these facts limit members' of an interlanguage communication pattern of background knowledge independently of individual preferences. Thus "time" and "place" limit generated utterances due to identity of the members' of the communication positions. This gives a reason to regard the concrete language community as a different from other nations discourse formation (we use this notion coined by M.Foucault in "The Archaeology of Knowledge" – Milevskaya T.V., Abbasova L.A.) and to describe a range of people having identical background knowledge as a nation-discourse formation [1, 24].

The discourse analysis of texts generated during one period allows to determine relations set up among concepts which are actual for the concrete society during the concrete period (sometimes rather continuous). It seems to us that periods of contiguity of concepts differ. From 1917 to 1991 the soviet epoch had been connecting such concepts as «труд», «союз», «красный», for example. Besides the abolition of the communist system did not break the relations among these concepts in the native speakers' language awareness in one stage. Here "the native speakers" is "the soviet people" as the community of vehicles of identical ideology and stock of knowledge that presents notion-discourse formation. The refusal of static character within the scope of ideology caused the dynamic of the discourse. In support of this conjecture, we can

carry out cognitive-discourse analysis of the situation of 90s in The Russian Federation.

"Ваучер" had been intimately connected within the scope of nation-linguistic formation with the concept privatization. Every native speaker of that relatively impermanent period realized this notion as a part of the concept «государственная экономика» in its turn. The extracts from the chronicle of 1992 "Независимая газета" illustrate the functioning of the lexeme ваучер and its co-occurrence range, that provides the basis for the coherence within the scope of the articles in point.

Ельцин получил свой ваучер

Президент РФ Борис Ельцин получил вчера свой приватизационный чек. «Не хочу пользоваться дополнительной месячной отсрочкой для получения своего приватизационного чека», — сказал Ельцин журналистам. Он подчеркнул, что вместе с другими гражданами России хотел бы воспользоваться чеком в период перехода к рыночному хозяйству.

"Ваучеры", или приватизационные чеки, были выпущены в январе 1992 года. По сути, это было массовое частное инвестирование в приватизируемые госпредприятия, — отметила эксперт. — Каждый мог купить себе частичку завода, колхоза, банка, магазина.

The lexeme ваучер groups with the verb получить. In the headline, the author uses this lexeme, but in the text he replaces it with the collocation приватизационный чек. This proves the synonymy of ваучер and приватизационный чек. The relative adjective приватизационный refers to the notion приватизация, which characterizes the economic circumstances in the country when the article was written, the phrase «воспользоваться чеком в период перехода к рыночному хозяйству» proves this. The notion приватизационный чек was the part of the concept приватизация.

It is obvious that now such conceptual connection is not set as primary and it is not actualized in everyday communication.

The word combination «приватизационный чек» can be used in the modern discourse only within the reference to Russia at the beginning of 90s.

The reality (present for the author) is reflected in the discourse. The connection of the notions ваучер, чек and приватизация was familiar (regular) for members of Russian discourse-language formation, in other language formations such connection was not set without the reference to the events in Russia.

A coherence within a discourse is based on relevant for a concrete language community connections of a language unit. These connections can be determined during the analysis of the functioning of so-called colorisms.

We can study well-known nominations «Красная Москва» and «Красный мак» as the realization of the coherence between the concept красный and the notions Москва and мак. At the present time such connection in the native speakers' Russian worldimage is not set. The unit Москва and the adjective красный are not contiguous. The connection between красный and маки is possible, but in this case the denotatum changes: the word combination красные маки in the language awareness correlate to red poppies, not to cosmetic production like in the soviet epoch.

The analysis of the advertising discourse allows to observe the coherence of nominations of one colour field, sometimes – of the whole concept.

In the nominations of colour shades we can observe the coherence of the colorisms describing them through interrelationship between the subject of the comparison and the advertised colour shade of the cosmetic product (white: снег, арктический белый,

снежный ландыш, искрящийся снег; beige: естественный бежевый, топленое молоко, сливочным крем, песочный, бисквит; red: красная смородина, страстный алый, дерзкий красный, глнтвейн, жажда огня, красный мак; brown: шоколадный мусс, орех, аппетитное какао, горячий кофе, теплый каштан).

The analysis of the discourse reveals that the reflection of colour concepts is not only proper colour nominations (черный, белый, красный) but lexemes mean subjects and phenomena connected with describing colours. Besides a communicant-producer encodes the information in such a way that due to identity of background knowledge perceiving a message recipient without extra intellectual efforts recreates an encoded colour characteristic relying on a coherence between components and in a discourse both in an awareness.

A national causality and linguistic wordimage predetermination can be illustrated with a striking instance of the colour nomination of art goods кассельский коричневый (Faber-Castell, Germany). It is obvious that a native Russian speaker can not realize the shade of brown without extra reference sources. The source of communicative failure is the difference between Russian and German language communities' background knowledge, the absence of conceptual coherence between the components of the colour nomination. Thus in the act of translating a colour nomination the connection between this unit and the denotatum can be lost because of the absence of this unit in one of these linguistic worldimages.

So a coherence is conditioned with entry/non-entry of a particular component in a definite concept fixed in a particular language community's awareness. What is more a cultural experience is essential.

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ЛИНГВИСТИЧЕСКАЯ ТЕОРИЯ В ПОСТИНДУСТРИАЛЬНОМ ДИЗАЙН-ПРОЦЕССЕ

Аннотация

В статье когнитивная теория Р. Лангакера рассматривается как образец лингвистической теории, адаптированной к нуждам постиндустриального дизайна и основывающейся на математическом варианте проективночного знания.

Ключевые слова: когнитивная грамматика, дизайн процесс, философия языка.

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LINGUISTIC THEORY IN POSTINDUSTRIAL THE DESIGN PROCESS

Abstract

The article is devoted to the cognitive theory which was created by R. Langacker is described as the example of linguistic theory which is adapted to the needs of post-industrial design, relies on a mathematical variant of the design knowledge.

Keywords: cognitive grammar, design process, philosophy of language.

In the middle of the 70s of the last century N. Cross highlights one of the features of society that are included in the post-industrial era: relevant is the notion of design, gradually separated from the production process and referred to as "post-industrial design process" [Cross 1982]. Adaptation to the needs of post-industrial design assumed a new look at the ability to design, which was defined as "designer ways of knowing".

The ability to design, or the ability to designing, is recognized as more important than before, more like the ability to "think" that includes the talent of knowledge to realize "how understand", "how to imagine" any object, appearance, phenomenon. Design knowledge was also recognized as a strategic form of knowledge that supports problem solving methods based on previous decisions. Design in its new understanding is proposed to classify three categories: image, problem solving and the search for the ideal.

The change in the socio-interpretative status of design in post-industrial society meant a change in the strategic approach to the description of "state of Affairs" in academic discourse and, as a consequence, the change of state of science, involving the actual change of the content of science. It is at this point J. Freeman and G. Skolimowski, discussing the concepts, which the mind must possess to develop the science, and by which it can comprehend the content of science [Freeman, Skolimowski 2006]. In the works for Them. Kant such basic concepts that contribute to the perception of knowledge was defined as «schemes of the mind» («the schemata view of the mind») [Kant 1994].

In the process of knowledge acquiring the mind, as suggested by H. Skolimowski, follows a certain, predetermined structural template pattern, or acts in accordance with certain thought patterns [Freeman, Skolimowski 2006]. The patterns of thinking are the organizing units of knowledge that allow to structure knowledge into intelligible forms. R. Langacker's cognitive grammar should be considered, as we believe, as a pattern of thinking that represents the specificity of the linguistic theory of post-industrial society, characterized by "designer ways of knowing" and systematization of design knowledge.

Any new hypothesis, argue J. Freeman and G. Skolimowski [Freeman, Skolimowski 2006] is a new invention of a possible world, or, in the terminology of G. Fauconnier, mental space [Fauconnier 1985].

Mental space of R. Langacker is based on the theory of Fauconnier's cognitive models, which includes provisions relating to mental spaces and cognitive models that structure these spaces. Mental space of R. Langacker, like any other mental space, is the environment of conceptualization and thinking, appropriate to any 'state of affairs' in its infancy.

Conceptualization in the mental space, based on the provisions of the post-industrial design process, primarily represented by the category "portraying". Portraying process, according to N. Cross, can't really create new products, because the portraying process itself is a process which involves only the transformation of the design image (projective image, imaginary or abstract imaginary

concept in the mind of the designer) in a specific shape or form. Thus, the portraying process is creative only that invests in a non-existent imaginary shapes and forms. Moreover, the essential nature of creativity of this process lies in the design image which shape, or form then submit.

One of the active forms of Langacker's representation [Langacker 2008] the content of the new format of language theory are schematic drawings that, on the one hand, are representante organizing pieces of knowledge that allows you to structure knowledge into intelligible forms, or patterns of thinking, on the other hand, represent a projective transformation of the image

(design image), or abstract imaginary concept in the mind of the designer-scientist into some particular shape, more understandable to "the reader" of theory.

Thus, reasoning about the features of the organization's meanings include the elements of design knowledge, which, in accordance with the theory of R. Langacker, consists of conceptual content and special construction methods of this content. The term design refers to the theory of R. Langacker with a person's ability to understand and reproduce similar situation alternative ways. As an illustration of the described ability R. Langacker leads the following illustration diagram:

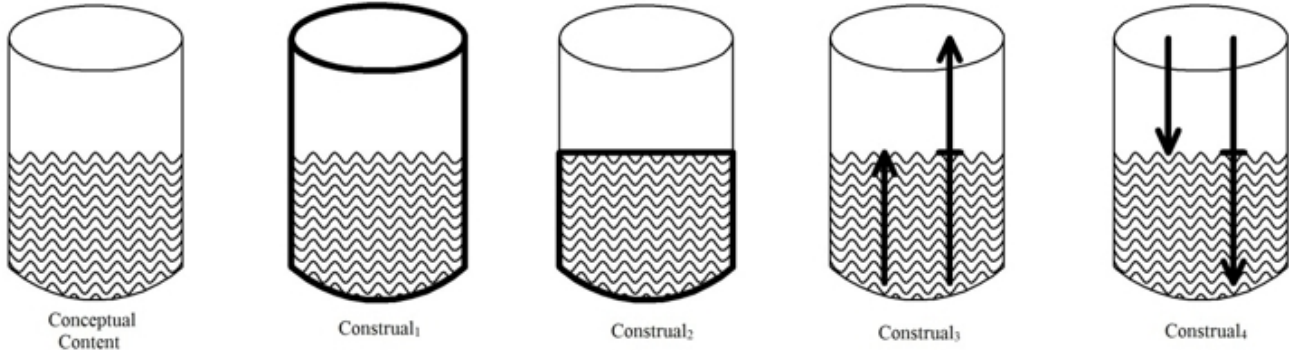


Fig. 1

Conceptual content lies in the question: does the concept of a glass the water, which occupies half of its volume. At the conceptual level, probably we can intensify this content in a neutral manner, as R. Langacker suggests. But as soon as we decode the content linguistically, with the necessity we ascribed to this substance some interpretation, explanation – construal. Figure-diagram shows four options of interpretation due to the difference designata. Each element implies the existence of some content, in turn, each content is constructed through some form.

Thinking about the peculiarities of the lexical meaning involves the search for an answer to a question what includes a lexical meaning. R. Langacker, answering the question about the content of the lexical meaning, begins with consideration of the traditional view. Traditionally, it is recognized that lexical meaning consists of

multiple correlated semantic features or descriptive units (establishments), specifically linguistic in nature, really different from the basic knowledge concerning the type of objectivity that it belongs to.

So the basic properties of a bull, for example, are described by the semantic features [MALE], [ADULT] and [BOVINE]. In such a case, the lexical meaning is more like the dictionary entry, than an article in the encyclopedia. Such an approach is metaphorically described as a dictionary view on linguistic semantics (Fig. 2). The circle represents the whole body of knowledge that the speaker has about the issue under discussion. Discrete set of specifications that constitute the lexical problems of meaning represented by a small rectangle inside the circle

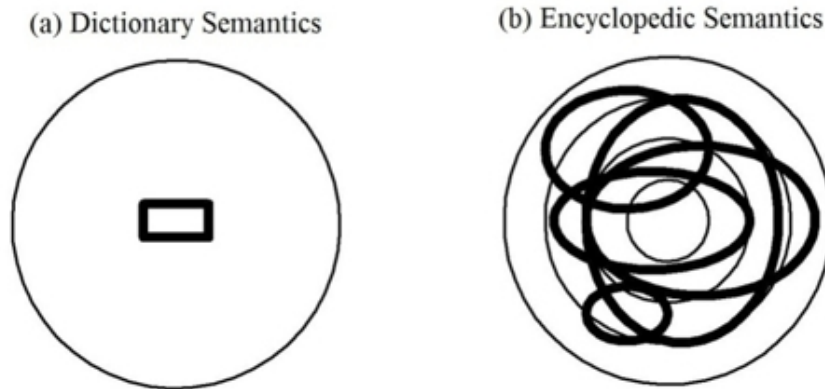


Fig. 2

An alternative view, metaphorically correlated with an encyclopedic semantics, mainly used in cognitive linguistics. In this approach, lexical meaning is represented in a special way as an open body of knowledge related to a certain type of reality. This knowledge is represented in the figure by a set of concentric circles, showing that the components of knowledge have varying degrees of centrality.

Ranking relative to the center is one of the dimensions of a conventional set of values of lexical meaning. With an encyclopedic point of view the lexical meaning can never be absolutely free or absolutely fixed. Absolutely free it can't be, because the expression involves the use of a certain grade of knowledge and specifies the particular way of its introduction. The path cannot be absolutely fixed, because centrality is the question and the subject determined by contextual factors.

Theory of language by R. Langacker demonstrates the possibilities of the application of design method of cognition within analytic philosophy, in which, according to V. Ya. Shramko

[Shramko 2007] logical analysis as a kind of so-called transformative (or interpretive) analysis, takes the first place. A prerequisite of the latter is the expression of an adequate logical form a parsed entity through its transformation in some suitable formal logical language.

When placing the concept of R. Langacker in the context of analytical philosophy of W. V. O. Quine [Quine 1968], we can conclude that the graphical representation of the theory of R. Langacker may be interpreted as ways of cognitive theory portraying, descriptive marks, which are singular terms. These singular terms belong to a new universe, "running" quantified variables of the theory logical form. Subsets of the new universe are selected as extensional of single predicates, being the basis of interpretation.

Each interpretation of the theoretical forms of R. Langacker in the context of ontological relativity of W. V. O. Quine will be referred to as a model, if this form is true in the interpretation. In this case, in the theory of R. Langacker as model may be

recognized only the component of the theory, which is accompanied by a graphic representation and translates the linguistic mind from a mental space, defined by linguistic competence to mental space of a system of pairwise mutually exclusive events, or the space of the system entropy. The entropy is taken in its understanding in applied combinatorics [Kofman 1975] as the mathematical expectation of some random variable, which is able to detect itself if there is a certain probability, contribute to the occurrence of the event, which will become the material carrier of magnitude.

Cognitive theory R. Langacker is described as the example of linguistic theory which is adapted to the needs of post-industrial design, relies on a mathematical variant of the design knowledge

that discovers the identity at the level of the inner form of the philosophy of language "generative grammar" and theory of language "cognitive grammar". In this case, from the point of view of ontological relativity W. V. O. Quine the definition of the universe of cognitive grammar is meaningful only relative to prior theory – generative grammar – and some choice of the transfer of transformational theory into cognitive theory. As the transfer method, in our opinion, the design knowledge is selected what allows in the designing metal space pairwise mutually exclusive events to replace linguistic competence by the ability to design, defined as "designery ways of knowing", and thus, to make next theoretical transformation of everyday reality.

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ЛЕКСИЧЕСКИЕ И СИНТАКСИЧЕСКИЕ ОСОБЕННОСТИ АНГЛИЙСКОЙ ГАЗЕТНОЙ СТАТЬИ

Аннотация

В данной статье рассматриваются особенности английского газетного стиля. Приводятся результаты исследования лексики, синтаксиса и структуры английской газетной статьи. В качестве материала исследования автор использует выпуски газеты The Guardian с 01.12.12 по 01.04.13.

Ключевые слова: газетный стиль, публицистика, английская газетная статья.

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LEXICAL AND SYNTACTIC PECULIARITIES OF AN ENGLISH NEWSPAPER ARTICLE

Abstract

The article considers peculiarities of English journalese. The results of research on lexics, syntax, structure of newspaper articles and headlines are provided. The author uses issues of "The Guardian" from 01.12.12 till 01.04.13 as research data.

Keywords: journalese, english newspaper article, publicism.

Journalese, the style of newspapers, formed in the English language in the middle of 19th century. It has come a long way of shaping. The first English newspaper, called «The News of the Present Week» was published in 1622. Before that there had been periodic news leaflets. But due to the law that permitted using the printing press without king's personal permission, all the information that was to be published in the leaflets was strictly censored. In the end of the 17th century this law was abolished and since that time the history of the English journalese began. For years newspapers have been one of the main sources of information and thanks to their availability in the Internet they stay up to date till today. The language that we see on the newspaper pages has its own lexical and stylistic peculiarities. These peculiarities will be examined in this article.

The structure of the English article.

The majority of English articles have the structure of an inverted pyramid. This means that the main information of the article is summarized in the first paragraph, thus turning the text upside down. The ending, the consequences of an event are put in the first place, whereas the details and the initial cause are revealed later. The aim of such structure is to bring the vital information to the reader's attention as soon as possible, which is in the first passages of the article. Secondary information is introduced in the third-fourth paragraph of the article, though the reader might not read so far. In his article "the birth of the inverted pyramid" an American journalist and writer Chip Scanlan says that the appearance of the structure of the inverted pyramid owes much to the invention of the telegraph, that happened 150 years ago. Given that the messages were expensive, journalists tried to avoid the copious style of 19th century and invented a new, compressed style. [6]

According to the research 48 articles out of the analysed 50 have the structure of the inverted pyramid and only two have the

chronological structure. It should be pointed out that this structure is very convenient for news texts as it gives the reader the possibility to learn about the changes in a particular situation very quickly.

Peculiarities of English newspaper headlines.

The distinguishing feature of an English headline is simplified grammar. In passive constructions the verb "to be" is often omitted:

Chinese traffic police given anti-smog nasal filters (27.03) instead of *Chinese traffic police IS given anti-smog nasal filters*;

French driver trapped for an hour in speeding 125mph car with no brakes (13.02) instead of *French driver WAS trapped for an hour in speeding 125mph car with no brakes*.

Articles and possessive pronouns are also omitted: *Princess Diana's dress snapped up by anonymous bidder as surprise for wife.*(19.03).

The Present Simple Tense is mainly used in headlines, even if past actions are described. The Present Simple tense gives a reader the feeling of simultaneity of events:

Paris fashion week: Raf Simons repeats Oscars triumph for Dior. (1.03)

Andrew Marr leaves hospital nearly two months after suffering a stroke. (01.03)

The use of quotations and direct speech is common for English headlines:

73-year-old bank robber 'wanted to return to jail'. (13.02)

Nicolas Sarkozy: I'd return to politics only to save France. (06.03)

Relaxation of US cannabis laws 'violates UN drug convention'. (22.03)

The jobseeker's story: 'I'm not proud to say I've gone begging'. (22.03)

Indirect speech is also occasionally used: *World's oldest person Jiroemon Kimura 115, says rise with the sun, read a paper.* (07.03)

Adoption reforms must slow down and give more support to parents, say peers. (06.03)

Foreign words and emotional lexics are often used:

French Communist party says adieu to the hammer and sickle (10.02) (*adieu – french “Good bye”*); *Bonjour ... David Beckham introduces himself as a Paris Saint-Germain player.* (31.01) (*Bonjour – french “Good afternoon”*).

Minami Minegishi of AKB48 appears in tearful mea culpa on YouTube after breaking her band's strict rules on dating, (mea culpa – (from Latin, often humorous, used when you are admitting that sth is your fault).

Readers can also come cross tropes in newspaper headlines:

Fashion renews its love affair with the royal family (metaphor). (22.03)

It should be pointed out that the main function of English headlines is the informative function, the author in the first place informs the reader what the article is about and only after that tries to attract attention and advertise his work: *Syria crisis: European countries expected to start arming rebels.* (01.02), *Paralyzed people could get movement back through thought control.* (17.02), *Childcare costs rising by more than twice the rate of inflation.* (06.03)

A few words must be said about the structure of an English headline. Most commonly a headline is a two-member sentence which has a subject and a predicate. Single words and phrases seldom make headlines: *Obesity crisis: doctors demand soft drinks tax and healthier hospital food* (18.02), *Spanish city's ban on Islamic veils overturned* (28.02)

Lexical and syntactical peculiarities of an English article.

One of the main peculiarities of English articles is without a doubt the role of passive voice. It is especially evident in news reports:

More than 200 medicinal products are affected... (27.02)

The message was received, loud and clear. (01.03)
...he could be sent to prison for up to 20 years. (13.02)

Thus, it can be said that passive constructions are more common than active constructions. Apart from passivizing, peculiar is the amount of non-finite verbs: gerund, participial 1 and participial 2, that make the text more informative and logical:

Reading helps (31.01)

.... to talk to families about receiving help (19.03)

She also agreed that the property, accessed by narrow lanes, was an “open house” for family, friends and then her boyfriend (19.03)

However, all were discharged within two days to two weeks having gained weight and none had long-term damage. (20.03)

Clichés are often used in newspaper articles. This is one of the features of newspaper style: according to federal complaint, according to state media report, presumed, estimated, to be reported, it is claimed, it was announced, one the one hand ... one the other hand, ... declined to comment, on the agenda etc.

Frequent is also the occurrence of infinitive phrases, such as: to be expected, to be said to, to appear to, to be likely to do, to fail to do:

... and the proposal appears to have the support of David Cameron. (13.03)

But newspaper groups appeared to be moving to boycott the new system... (19.03)

The aid is expected to include civilian vehicle... (02.03)

The woman is said to have injured herself escaping from her first-floor room... (19.03)

Talking about cliché expressions and infinitive phrases, one should point out the verb “to allege” – to assert to be true, affirm; and its derivative phrases – to be alleged, allegedly. This verb is used almost in every article and it is fair to assume that it is very important in the modern press. As well as the infinitive phrases “to appear to”, “to be said to”, the phrase “to be alleged to” is used in

those cases when the author is not absolutely sure in the reliability of the information that he transmits:

A British tourist in India has been injured after she fled her hotel in fear when a man allegedly tried to barge into her room (19.03)

The prosecution has said the motive for the men's alleged plot may never be known. (19.03)

Newspaper articles are also rich in complex and compound sentences:

Local newspapers and magazines could also set up on their own, insiders have warned, while Scotland is also threatening a separate system. (19.03)

Jobcentre employees across the country say that as a direct result of this sort of pressure they are now expected to hit a “minimum expected level” of sanctions (22.03).

Complex sentences are more common in English newspapers than compound ones.

Frequent is the use parenthesis such as: of course, although, finally, meanwhile, however, at first glance, therefore.

Newspaper article abound in phrasal verbs, that are the feature of colloquial speech: come up, turn in, draw up, dry up, carry out, cash in, stand up, sum up, put off, get by, catch up etc.

Proverbs and saying are often used:

Charity begins at home ‘A lot of families in this country need help’.(19.03)

Prevention is better than cure. (31.01)

Colloquial lexics is often used: plonk, booze, gag, spoof, cool, dorky, soap (from soap opera).

Texts of newspaper article are rich in idioms:

If the couple intended to keep a low profile, they succeeded (07.03) (keep a low profile – to stay out of public notice)

The sporting world seemed poised to give the cold shoulder to Oscar Pistorius after a court in South Africa allowed the Olympic and Paralympic star to return to international competition (31.04) (to give the cold shoulder – to behave towards someone in an unfriendly way)

His statement suggests the issue is likely to come to a head on Monday... (13.03) (to come to a head –to reach a critical, crucial stage)

Tropes can often be found in articles: *Beckham was asked how it felt to be the granddaddy of French sport.* (01.02) (metaphor)

Common are also abbreviations: DWP (Department for Work and Pensions) ILF (inductive loss factor), FTSE (Financial Times Stock Exchange Index); V-E day – Victory in Europe day, GP (general practitioner) PR (public relations).

Apart from abbreviations the articles include shortenings. Due to the fact that The Guardian is quality press, it does not include as many shortenings as tabloids. However, some common ones occur in separate articles: it's, aren't, haven't, won't, doesn't, teens instead of teenagers, high-tech instead of high-technology etc. Such usage of shortening can be justified on the one hand by the tendency to economize speech, increased speed of transmitting messages, one the other hand, by one of the essential features of newspaper articles – simplicity and intelligibility to every member of society. Apart from all that, the usage of shortenings makes the speech more modern, fresh and expressive. And due to the fact that all the used shortenings come to newspaper language from everyday life, the reader has no problem deciphering them. It is convenient for the journalist to use shortenings as synonyms of full word forms to avoid excessive repetition.

Since journalistic genre is often described as expression versus standard, special terms can also occur. Law and economics terms occur quite often: trafficking, misdemeanor, felony, defendant, inflation, bailout, stock market.

The results of the research show that the English newspaper article has the following features: lexical variety (from colloquial to scientific terms), the use of stylistic figures and tropes which realize the influential function of newspaper texts. The syntax of the articles includes complex sentences, non-finite verb. All these features of newspaper article are determined by the striving for shortness, quick delivery of information as well as influential function.

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Theory of translation (UDC 81`25)

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ЧТО МЫ ЧИТАЕМ, ЧИТАЯ В ПЕРЕВОДЕ?

Аннотация

В статье рассматривается феномен понимания как коммуникативный процесс в целом. Чтение художественного текста позиционируется в этой связи как вариант коммуникативного процесса, где писатель - это отправитель сообщения, а читатель - получатель. Отдельным аспектом процесса понимания выделен процесс и результат понимания переводного текста. Автор анализирует механизмы и этапы процесса декодирования сообщения в условиях изменения внешней детерминанты. В статье приводятся некоторые эмпирические данные на основе сопоставления оригинала и перевода художественного текста, иллюстрирующие теоретические положения.

Ключевые слова: понимание, коммуникация, перевод.

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WHAT WE READ WHEN WE READ IN TRANSLATION

Abstract

The article treats the phenomenon of understanding as a communicative process in general, and reading a literary text is positioned as a type of communication process. In it the author is the message sender and the reader is the message recipient. Reading a translation of a literary text as a process and as a result is analyzed by the author particularly as an aspect of the process of understanding. The article also dwells on the mechanisms and stages of the decoding process when the linguistic and extra linguistic conditions are changed. The theoretical assumptions are illustrated by empirical data received in a research specially held by the author.

Keywords: understanding, communication, translation.

The communication act, according to R. Jakobson, is a linear interaction between the sender and the recipient mediated by the code, the contact and the context. Logically we may simplify reading a text to oral communication. Thus, text understanding and interpreting are obviously determined by the same factors as verbal communication. Understanding of a literary text is the fulfillment of a definite communicative task. Which means that the difficulties in the text interpretation are similar to the difficulties in the interaction of communication participants. And the failure in decoding leads to the fact that the sender's idea is not perceived at all or at least transformed.

In our thinking the reading process being likened to the communication act may be also linear and the stages of the information processing are placed successively and alternately. Thus, we suggest an adaptation of the familiar scheme of the communication act and develop it in connection with the reading process. It becomes evident that the information sent and the information received may differ both in quality and in quantity because the reconstruction the reader has to hold is determined by a different set of factors than the author's and a new semantic entity, a new construction is given birth to.

Obviously its components will differ in quantity from the original one since any information transference implies information loss. More than that, the components of the recreated construction are far from identical to the original in quality. For, in the first place, they undergo individual processing by the reader, and, secondly, are affected by numerous linguistic and extra linguistic factors that change both their importance and their significance. Some researchers call it "the reader's determinant" meaning a variable element "determined by the reader's experience and the background (the reader's mental context)" [3; c.10].

The text recreation process itself may be modeled as a kids puzzle-picture building – attaching separate pieces to each other. But this metaphor does not give way to the great scale of variations that a text reconstruction suggests every time it is read. In a puzzle-picture a particular place is ascribed to a particular piece in accordance with its shape and its "contents", the places are fixed and preset by the programmed result – the original picture. The text recreation process can be also compared to the reconstruction of the patchwork quilt. The pieces are normally identical in size, they most definitely every time change their places, though remaining always the same in number. This never happens when reading a text, so neither analogy works here.

Text reconstructing is not predetermined by the expected result, neither it is directed towards a definite final product. Even the number of initial elements may differ in the recreated text, actually

it always does. In other words, reading a text, or reconstructing a text, – is a creative process unlikely to be programmed and limited by the result.

The recipient is evidently made to search for the key or the signal to the most complete reconstruction of the text sent by a speaker or a writer. But reconstructing is logically a secondary process. It follows that the reconstruction is a variation to a certain degree different from the originally sent message.

The theory of communication operates with the basic scheme: "the sender – the message – the recipient". Its mechanism includes three stages: first there is a code preset by the discourse type, then there is a text coded within this system, transferred and decoded. The code is a constant, the text is a variable. Ideally the "input-text" and the "output-text" are identical, but in practice there is always a loss of information [2]. Y.M. Lotman states that this can't be avoided *a priori*. However, it may be disputable, for in the reconstruction process information may not only be lost but also incremented through the influence of the new context. In this connection we can hardly treat the transformation of the initial text in terms of the information loss.

Quite definitely, if the input and the output are not identical both in structure and in contents it is a loss. Because even if the reader manages to preserve the number of information slots does it mean that the lost original element and the new replacing element will be fully equivalent.

Our research goes further than that. We suggest that reading a literary text in translation makes a more complicated mechanism of information processing for it's mediated by another participant. The linear scheme is getting longer which leads to larger transformations of the original message. The communication chain is extended through another member. And the reconstruction as a product undergoes an extra transformation mediated by the interpreter. The new piece is characterized by a greater amount of both semantic loss and semantic increment. Consequently the message sent and the message received are inevitably different. The semantic transformation on the whole is especially obvious when it goes about the analysis of the original and a translation of a literary text.

The theoretical hypothesis has been studied empirically. We put under the comparative analysis the original and the translation of texts by the contemporary British author J.F. Forde. The units of different language levels were studied: occasional words, proper names, allusions, quotations, parodies, stylizations and epigraphs. The research proved the semantic loss, the semantic increment or semantic transformation of the original text depending on many factors.

A few of the most demonstrative results deal with the associations and intertextual links of proper names in the original text and its translation. Statistics show that almost 80% of possible associative links are preserved in the translation. They are the cases when in the original and the translating linguacultures there are direct received equivalents, or when it runs of the universal precedents. Here refer proper names from the world literature, history, politics, culture. It is this fact that allows to preserve the allusive background of the original in the text of the translation. The 20% are made by unique proper names. They are produced by means of language play and mostly demand transformations thus changing the original semantics of the unit in particular and the text as a whole [1].

Summing it up, the semantic loss is inevitable in the process of translation, since there is always something greater than a human being in it. And in spite of the assumptions that it's quite possible to represent particular language phenomena by means of another language to a full extent, still there are reasons why it is possible just in theory. These reasons are the grammatical types of languages, differences in lexical systems, cultural background etc. So the translation process is directly connected with many circumstances which finally define the quality of the "output-text".

Coming back to the question set as a title of this paper — What We Read When We Read In Translation? — we will sooner guess that it is a product different from its original version. It'll be safer to say that reading in translation we are reconstructing a reconstruction and recreating a recreation.

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ОСОБЕННОСТИ УПОТРЕБЛЕНИЯ И ПЕРЕВОДА ЛЕКСИКИ ИСЛАМА В РУССКОЯЗЫЧНЫХ И АНГЛОЯЗЫЧНЫХ НОВОСТНЫХ ТЕКСТАХ

Аннотация

Статья посвящена проблеме употребления арабизмов исламской тематики в русскоязычных и англоязычных новостных текстах в связи с их актуализацией и лингвокультурным особенностям их перевода.

Ключевые слова: лексика Ислама, арабизм, актуализация, русскоязычный новостной текст, англоязычный новостной текст, перевод, коннотация.

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ASPECTS OF ISLAMIC WORDS TRANSLATION AND USAGE IN RUSSIAN AND ENGLISH NEWS STORIES

Abstract

The article deals with the problem of arabic Islamic words usage in Russian and English news stories in the context of their actualisation and linguacultural aspects of their translation.

Keywords: Islamic words, arabic words, actualisation, Russian news stories, English news stories, translation, connotation.

Nowadays mass media more often than ever use in their news stories the confessional vocabulary of the Arabic origin. The actualisation of the words of the above mentioned semantic group is seen in Russian, as well as in other languages, which can be accounted for by extralinguistic factors, namely by the activization of the world Islamic movement. Despite the active usage of such Arabisms by both English and Russian speaking journalists, there are certain peculiarities of their introduction in the Russian and English news stories, namely the additional connotations of their meaning in the latest decade such Arabisms as *mujahiddin*, *wahhabit*, *shakhid*, *juhad*, *talib* and some others have taken root in the Russian language clue to mass media.

As compared with their Arab etymons the meaning of these borrowings has experienced transformation. Thus, the word *Shakhid* which in the Arabic language means «a martyr for the faith» — «شهيد» in Russian semantically has negatively evaluated component of «Islamic suicide-bomber, kamikaze». The word *Mujahiddin*, which in Arabic means «a fighter for the right cause», in Russian has two meanings: 1) «a soldier of the armed forces supporting the opposition in the Afgan war (1979-1989)»; 2) «a terrorist». The Arabic word *Wahhabi* meaning in Arabic «self-denying» in Russian is used as the name of the religious political movement meaning «an Islamic adherent preaching religious purity, renouncing luxury, etc.». *Juhad* in its first meaning in the Arabic language is «labour in the name of Allah (1), in Russian it means «holy war of Muslims against infidels, armed struggle», etc.

This discrepancy of meanings of the original word and borrowing is a vivid reflection of the opposite points of view concerning the same phenomena of life in different languages: thus, a martyr turns into a suicide-killer, a fighter for the right cause becomes a terrorist militant, service of God grows into armed struggle.

The above mentioned Arabic words-etymons are formed from the widely-used verbs with neutral stylistic and positive emotionally-expressive colouring: «شهد», «جاهد», «وهد».

In Russian Arabisms acquire negatively evaluated connotations supported by contexts. These borrowings are used in the texts, connected with war, extremism, terror, crime. The negative emotive

meaning is manifested due to the compatibility of Arabisms with the words having the semantic component «violence»: target, executed, weapons, armed, terror, attack, explosions, etc., which the examples from Russian news stories:

1. «инструкторы и военные инженеры остаются такой же желанной мишенью для **моджахедов**, как и французский спецназ на границе с Пакистаном» — instructors and army engineers are as desired a target for **mujahiddins**, as the French special task force on the boarder with Pakistan»;

2. «на одном из экстремистских сайтов появилось сообщение: священник был «казнен» за оскорбления «Корана и нашего Пророка» в брошюрах и в ходе диспутов. Имя стрелявшего не упоминается, сообщается, что этот человек после «операции» переехал на Кавказ, где до того не бывал, присоединился к **моджахедам** и стал **шахидом**» — «there was a message on one of the extremist sites: a church man was executed for insulting «Koran and our Prophet» in brochures and in the disputes. The name of the person who shot him was not mentioned. The killer was said to move to the Caucasus, where he had never been before, to join Modjuheeds and become a shakhid»;

3. «ни один новый солдат больше не поедет на войну с **талибами**; **талибы**, облаченные в «пояса **шахида**», были вооружены стрелковым оружием и пытались прорваться внутрь зданий» — «not a single new soldier will go to the war against talibs. Talibs, wearing suicide-bomber's belt, were armed with cartridge ammunition and tried to get inside»;

4. «из молодых дагестанских юношей и девушек делают **шахидов** и **шахидок**» — «young boys and girls from Dagestan are turned into shakhids»;

5. «...имелись в виду в том числе и те, кто разжигает **джихад** на Северном Кавказе» — «... among others there were meant those who instigate jihad in North Caucasus»;

6. «неоднократно заявлял, что «намерен совершить **джихад**» в Азербайджане и взрывы в местах массового скопления людей» — «[he] repeatedly said that «he intends to commit jihad» in Azerbaijan and explosions in densely populated areas»;

7. «24-летний Двораковский, более известный как «русский **ваххабит**», обвиняется в подготовке теракта,

посягательстве на жизнь милиционеров, незаконном обороте взрывчатки, а также в мошеничестве и экстремизме» – «Dvorakovsky, 24, more known as a «Russian vakhabit» is charged with planning a terror attack, infringement on the lives of the militiamen, illegal trade of explosives, as well as fraudulent activities and extremism» [8].

Double meaning of certain Arabisms and their usage in mass media are publicly discussed:

the famous politician Vladimir Zhirinovskiy, for example, opposed suicide bombers called shakhids, as some mass media practise. Zhirinovskiy said that for the Muslims of North Caucasus the word shakhid is a synonym of a hero, and the Prime Minister Dmitry Medvedev agreed with him. People of the central TV channels get certain instructions from the President administration including the list of the unsuitable term and preferable euphemisms. The greatest part of it is Arabisms *джемаат*, *шахид*, *моджахед*, *ваххабит*, *ноя*, *шахида*, *джихад*, *амир*, *эмир*, *имам*, *шейх* which should be changed for ideologemes devoid of the Islamic semantic components. These recommendations are politically charged, the actions of the Chechen militants should not be associated with Muslims as a whole. Despite the criticism of the political leaders, Islamic terms are still widely used in news stories, which can be explained, firstly, by their usual usage and recognition, and secondly, by the vividness of their expressively evaluated colouring, which is a bright means of publicistic style which is aimed to influence the Russian-speaking readers who are the target audience of our mass media.

In English news stories the similar Arabisms also function in similar contexts. The connotation is also emotively pejorative, for example, in the words: *abduct*, *slavery*, *prisoners*, *arrest*, *terrorist attacks*, *suicide bombings*, *invade* etc.:

...gain insights into the world of Roald Dahl, hear the striking story of Mende Nazer who was abducted by the **Mujahidin** in Sudan and sold into slavery, and hear why the future looks bright for scientists;

...the group also says it wants to unify the **mujahidin**, including **Hamas** and Islamic **Jihad**, and liberate Muslim prisoners from Israeli jails;

The two men were arrested in the eastern state of Bihar earlier this month and have been brought to Mumbai to be charged. The key suspect, the head of the Indian **Mujahideen** group, is still at large;

Described by a Spanish judge as "spiritual head of the **mujahideen** in Britain" the UK authorities have previously said he gave advice to those who aimed "to engage in terrorist attacks, including suicide bombings".

«Mullah Omar and the **Taliban**," they say, "would never abandon the **jihad** in the way the Iraqis did."The **mujahidin** must watch out," says another, "an important Gulf state is hatching a plan to transfer the Awakening project to Pakistan and Afghanistan;

To us the Ugandans, Ethiopians and Americans are all the same, they have invaded us and I am telling the **Mujahidin** [fighters], Ugandans must be one of our priorities," a tough talking Sheikh Ayro said in the audio on Dayniile website;

We should not underestimate the extent to which the **Taliban** were taking a risk" and acknowledging they were going into talks with the Americans [7].

Besides as the examples show, Arabisms are the linguocultural markers, referring to the reality of Muslim countries and directly indicating the place of the events: *Sudan*, *Israel*, *Mumbai*, *Iraq*, *Pakistan*, *Afghanistan*, *Uganda*.

As compared with English texts, Russian news stories use Arabisms when describing the developments both in the Middle East and the realities of the Russian life. The existence of pro-Islamic groups and more than often provocative activities of those people in Russia itself and in the border areas arouse the negative reaction of the population Muslim theologs (in particular, the council of Russia's Mufti) denounce the activities of such groups which, as they see it, go contrary to the teaching of Islam and are of aggressive and are inhuman nature. Thus, the substitution of ideas is in the transmission sphere (most often, polylingual). Being nontransparent, the semantic meaning of foreign Islamic terms wears away and they become tags which characterise only the organisations using these terms as self-designation — *ваххабиты*, *моджахеды*, *талибы*. For this reason English texts often give the names of such groups as proper ones: *Mujahideen*, *Hamas*, *Taliban*.

When speaking about English texts of foreign mass media, one should point out that they use the terms *ваххабиты* and *шахид* quite rarely. It is notable, that such terms may characterise of all other the events in Russia: *In the name of God the Merciful, the Compassionate... Who is responsible for the attacks on Rusnya [derogatory word for Russia]? By the Grace of Allah, the **Shakhid** [martyr] battalion, Riyad us-Saliheen [Gardens of the Righteous] has carried out several successful operations on the territory of Rusnya. The regional **Shakhid** unit of Moscow was responsible for the blasts on Kashirskoye Road [main approach road to Domodedovo Airport] and the Rizhskaya metro station in Moscow [7].*

The given text is very emotional it gives explanatory notes *Shakhid* (*martyr*) and describes nothing but the Russian realities: *Rusnya* [*derogatory word for Russia*]. It seems likely to be the translation of the Russian text. In this case the Russian language becomes a lingua franca in the process of borrowing and participates in the fixation of the additional meaning component in the English language (the explanation of the term given in brackets proves that a neologism of foreign origin is introduced into the context).

Russian news stories which describe the events outside Russia, especially when it is the translation from English, more often use the above-mentioned ideologemes-synonyms of Arabisms, which have a wider meaning and don't contain the semantic component of Islam, for example, а «**террорист—смертник** на мотоцикле при самоподрыве унес жизни семи гражданских и двух полицейских на базаре в городе Каджак» [8] — «a suicide-bomber on a motorcycle claimed the lives of seven civilians and two policemen when he self-destructed himself on the market in the town of Kadjaki». The use of such a general term to a certain extent neutralises the context lessening the possible effect of Islamophobia.

Nevertheless, even in the translated Russian texts one can note the greater number of the borrowed Islamic terms, than in the English-language stories. It can be proved when comparing a part of the original article «...an influential Muslim scholar has issued a global ruling against terrorism and **suicide bombing**...» [7] and its Russian translation «...Влиятельный мусульманский проповедник доктор богословия Тахир Кадри намерен издать в Лондоне всемирную фетву против терроризма и **взрывников-смертников**...» [7], where «a global ruling» is translated as *Fatwah*. This Arabism in Russian means «*Mufti's statement on a certain problem, basing on the Koran, Sunnah or Shariat*» [2. С. 822]. As for the expression «*suicide bombing*» a traditional neutral translation was used (though, the lexico-grammatical meaning of the action was replaced by the subject of the action (suicide bombers) as the verbal noun denoting the idea of committing the act of bombing does not exist in Russian. In the Russian text the name of the issued document is more exact, underlining its belonging to Islam and its orientation against terrorism, which has nothing in common with Islam.

The above-mentioned examples may lend to certain conclusions. Firstly, the official status and the growing expansion of the Islamic religion in Russia leads to the usualisation of the Islamic terminology, which is reflected in mass media texts.

Secondly, the Islamic vocabulary in Russian texts acquires a more vivid emotive meaning as compared with English news stories, as it belongs to the Russian realities and due to the wish of the authors to influence the target audience.

Thirdly, unlike the English language sources, the Islamic terminology in Russian mass media is more diverse, it is denominative, though it does not always passes the transparent semantics.

In their turn, English-speaking journalists (notably, BBC reporters) use Islamic terms rather carefully, mainly, when speaking about the Muslim states and most often as the names of the parties and groups, for example, *Taliban*, *Mujahideen* (at that they preserve the form of the Arabic etymon, while in Russian they are no longer the names and acquire the new morphological forms, for example, those of a noun).

In the fourth place, if an Islamic term is used in the English texts, the commentary specifying its meaning, is more often needed some words of the Arabic origin (*shahid*, for example) are used when translating Russian texts and are connected with the Russian reality.

In the fifth place, when translating English mass media texts into Russian and vice versa it is necessary to be neutral and use Arabisms very carefully, giving preference to ideologemes.

In conclusion, there are some variants of the translation of a few Islamic terms from Russian Russian and English news stories:

Table 1

Russian	English
моджахеды	Mujahidin, mujahideen
Шахид (террорист-смертник)	Shakhid, martyr (suicide bombing)
ваххабит	Wahhabi
пояс шахида	Suicide belt, shakhid belt
талибы	Taliban
Хамас	Hamas
джихад	Jihad
фетва	ruling
Мусульманский проповедник	Muslim scholar
муфтий	Mufti
джамаат	group
эмир, амир	Leader, head

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Indo-European languages (UDC 811.1/.2)

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НОВЫЕ ТЕНДЕНЦИИ В ПРОЦЕССЕ СТАНДАРТИЗАЦИИ РОМСКОЙ ТЕРМИНОЛОГИИ

Аннотация

Статья представляет некоторые новые тенденции в развитии ромского (цыганского) языка в связи с процессом его стандартизации. Проанализировав опубликованные международными организациями документы на ромском языке, автор пытается найти некоторые правила в процессе развития ромских неологизмов, основанных на английских заимствованиях. В статье дана классификация различных грамматических категорий ромского языка (существительное, прилагательное, глагол).

Ключевые слова: ромский язык, стандартизация, неологизмы.

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NEW TRENDS IN THE PROCESS OF STANDARDIZATION OF ROMANI TERMINOLOGY

Abstract

The paper presents some new developments in Romani (Gypsy) language in connection with the process of its standardization. After analyzing published documents by international organizations such as Council of Europe, European Commission and others in Romani, the author tries to find some rules in the process of developing Romani neologism based on English borrowings. A classification on different new grammatical categories in Romani (nouns, adjectives and verbs) is done.

Keywords: romani language, standardization, neologisms.

It is known that Romani is not a standardized new-Indian language-formed outside of India, spoken in Europe, Americas and Australia, influenced by Armenian, Greek, Romanian and Slavic languages. Roma are bilingual and

multilingual — they speak at least 2 Romani dialects and the official language of the country where they live and also some of the international languages such as English, Spanish, French, Russian or German. Last two decades or so there were some international

conferences organized by different universities or by different governments on the issue of standardization of Romani language (Kyuchukov, 2009). In countries such as Romania, Serbia, Slovakia, the governments accepted “standardized” Romani alphabets for that particular country only. And nowadays in these countries newspapers, journals, and books/textbooks are published using different orthographies. (Samko, 2010, 2014)

Alan Patten (2003:297) writes about two principles of bilingualism: “The principle that citizens should enjoy the same set of language rights no matter where they are in the country is commonly referred to as the “personality principle”. The opposing principle, that language rights should vary from region to region according to local conditions, is generally labeled the “territoriality principle”.

Applying the “territoriality principle” of Patten to the standardization process of Romani language there are three levels of standardization of a language:

I level: Standardization of Romani for Roma in a particular country- Slovakia, Sweden or Romania. It means a particular orthography and loan-words in Romani language from the majority contact languages.

II level: Standardization of Romani on Regional level- Balkan countries- Bulgaria, Macedonia, Kosovo and Serbia.

III level: Standardization of Romani for international purposes — for communication between Roma from different parts of the world.

The standardization on national level usually goes through the following process – one of the most popular Romani variety is chosen and it is used as a mean of communication, for publications and etc. The terminology chosen is the most comprehensive for all other groups.

On Regional level – the similar varieties which exist in neighboring countries are used for standardization. The common terminology is used as a base (usually from a language which was in a contact with Romani in early stage of its development, for example from Turkish) In Balkan countries where most of the Roma are Muslim and at the same time Turkish speaking the common terminology is from Turkish.

Examples of standardization of Romani terminology

In my earlier work (Kyuchukov, 1998) I showed different lexico-semantic groups from Turkish which are used in different varieties of Romani:

- Names of plants, flowers, fruits and vegetables;
- Names of animals;
- Words from the nature;
- Names of minerals;

- Names of foods and drinks;
- Names of plays and musical instruments

There are different strategies for creating a standard common terminology on international level. One of them is using loan-words from Armenian and Greek, which are the same in all varieties around the world. Roma in their way from India to Europe come in contact with Armenian and Greek in early 12 c., and there are a lot of examples from Armenian in the international Romani:

- Parts of human body:
čekat (forehead); *morči* (skin); *koč* (knee) (*v)ogi* (soul)
- Names of vegetables and fruits:
dudum (pumpkin)
- Names of foods:
bokoli (small flat loaf); *xumer* (dough)
- Names of animals:
grast (horse); *khuro* (young horse); *rikono* (puppy)

P. Bakker & H. Kyuchukov (2000) have some examples from Greek

- Metallurgical terms:
amoni (anvil); *kakavi* (kettle); *petalo* (horseshoe); *karfin* (nail); *sviri* (hammer)

Standardization of Romani on International level

A group of Roma activists and linguists interested in Romani language have been working for last 20-25 years in different countries and there is some new developments. The levels which the group of scholars accepted are the following:

- Creating of a common Romani language on oral level- speakers of different Romani dialects from different parts of the world, coming together on international events find ways to communicate;
- Creating a common orthography;
- Creating a common grammar;
- Creating a common lexicon.

Methodology

For the purpose of this study I analyze documents published by different international institutions and organizations written in Standard Romani (Council of Europe, European Commission, European Roma Right Center, Open Society Institute). Special attention is paid to English-root terminology, and trends for creation of new terminology in Romani are observed.

New Terminology in Romani

The new terminology in Romani is created mainly from English terminology with added suffixes from Romani:

-a (sg.); -e (pl.)

Examples (nouns)

Romani	English
<i>specifika</i>	specifics
<i>lingvistika</i>	linguistics
<i>analizo/analiza</i>	analyses
<i>sistemo/sistema</i>	system
<i>baziso</i>	base
<i>logika</i>	logic
<i>forma</i>	forma
<i>literatura</i>	literature
<i>leksika</i>	lexics
<i>fonetika</i>	fonetics

-o (sg.); -ja (pl.)

Examples: (nouns)

Romani	English	Romani	English	Romani	English
<i>telefono</i>	phone	<i>leksikono</i>	lexicon	<i>specialisto</i>	special
<i>treno</i>	train	<i>seriozo</i>	serious	<i>elemento</i>	element
<i>computero</i>	computer	<i>minoriteto</i>	minority	<i>autoro</i>	author
<i>prezidento</i>	president	<i>principo</i>	principle	<i>variante</i>	variant
<i>regiono</i>	region	<i>mediatoro</i>	mediator	<i>dialecto</i>	dialect
<i>karaktero</i>	character	<i>levelo</i>	level	<i>deficito</i>	deficit
<i>seminaro</i>	seminar	<i>alternativo</i>	alternative	<i>proceso</i>	process
<i>fondo</i>	fund	<i>mandato</i>	mandate	<i>kongreso</i>	Congress
<i>faktoro</i>	factor	<i>interneto</i>	internet	<i>testo</i>	test
<i>problemo</i>	problem	<i>sistemo</i>	system	<i>leksikono</i>	lexicon
<i>analizo</i>	analyze	<i>intereso</i>	interest	<i>moderatoro</i>	moderator

-ija; -ije

Examples: (nouns)

Romani	English
<i>ortografija</i>	orthography
<i>strategija</i>	strategy
<i>etnologija</i>	ethnology
<i>metodologija</i>	methodology
<i>leksikografija</i>	lexicography
<i>etnografija</i>	ethnography

-alno (sg.); -alne (pl.)

Examples: (adjectives)

Romani	English
<i>emocionalno</i>	emotional
<i>regionalno</i>	regional
<i>internacionalno</i>	international
<i>lokalno</i>	local
<i>socialno</i>	social
<i>specialno</i>	special
<i>globalno</i>	global
<i>spiritualno</i>	spiritual
<i>leksikalno</i>	lexical

-(a)no; -(a)ne

Examples: (Adjectives)

Romani	English
<i>urgentno</i>	urgent
<i>politikano</i>	political
<i>lingvistikano</i>	linguistic
<i>modernikano</i>	modernized
<i>tehnikano</i>	technical
<i>gramatikano</i>	grammatical

-cija; -cije (-zija; -zije)

Examples: (Nouns + Verbs)

Verbs

Romani	English	Romani	English	Romani	English
<i>fondacija</i>	foundation	<i>relacija</i>	relation	<i>unifikacija</i>	unification
<i>kondicija</i>	condition	<i>variacija</i>	variation	<i>standartizacija</i>	standardization
<i>edukacija</i>	education	<i>populacija</i>	population	<i>kodifikacija</i>	codification
<i>organizacija</i>	organization	<i>funkcija</i>	function	<i>komunikacija</i>	communication
<i>deklaracija</i>	declaration	<i>kooperacija</i>	cooperation	<i>participacija</i>	participation
<i>rezolucija</i>	resolution	<i>deskripcija</i>	description	<i>konservacija</i>	conservation
<i>konferencija</i>	conference	<i>institucija</i>	institution	<i>izolacija</i>	isolation
<i>tradicija</i>	tradition	<i>informacija</i>	information	<i>ratifikacija</i>	ratification
<i>generacija</i>	generation	<i>proposicija</i>	proposition	<i>kolaboracija</i>	collaboration
<i>konkluzija</i>	conclusion	<i>konvergencija</i>	convergence	<i>segregacija</i>	segregation
<i>komplikacija</i>	complication	<i>kompetencija</i>	competence	<i>desegregacija</i>	desegregation

Conclusion

The process of standardization of Romani started already some 25 years ago. During international meetings, where Romani is one of the used language for translation, in published documents and reports of International institutions and NGO organizations, the English based Romani terminology is take more often place. The task of the linguists now is to make much better classification of the neologisms in Romani, which did not exist some 25 years ago. These kind of systematic work is needed not only for national and

regional standardization but also for standardization on international level.

May be it is also time to start more precise classification of different categories terminology as I tried to do in modest way in this paper. The system shown here may be can be used for further developments of Romani terminology. The use of it in schools and university textbooks will bring Romani to another level of development.

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