FUNCTIONAL ASPECTS OF INTERCULTURAL COMMUNICATION.

TRANSLATION AND INTERPRETING ISSUES

PROGRAM AND ABSTRACTS

7th International Scientific Interdisciplinary Conference on Research and Methodology

Moscow, Institute of Foreign Languages

RUDN University, November 20, 2020

Moscow

Peoples' Friendship University of Russia

2020

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

Conference Languages: Russian, English, Spanish, French, Chinese

Address:
Moscow, Miklukho-Maklaya Str., 9, Bldg. 4
tel. (+7 499) 432-75-08,
e-mail: sharonova_sa@rudn.university,
erokhova_ns@rudn.university

Conference Website: http://conferences-ifl.rudn.ru/

Conference organizers
Institute of Foreign Languages of RUDN University (Russia),
Faculty of Philology of Moscow State Lomonosov University (Russia),
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University of Reading (UK)

Timetable

	Time	Pages
Opening Ceremony **PLENARY SESSION (Zoom)**	**10:00 – 11:15**	**5**
Round Table: THEMATIC TRENDS IN RESEARCH PUBLICATIONS AND THE ETHICAL POLICY OF SCIENTIFIC JOURNALS (Education&Psychology) (Zoom)	**11:20 – 12:50**	**7**
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Session 1. INTERCULTURAL COMMUNICATION, LANGUAGE AND IDENTITY	**13:00 – 14:30**	**10**
SESSION 2. SOCIAL ASPECTS OF INTERCULTURAL COMMUNICATION	**14:40 – 16:10**	**21**
Session 3. INTERCULTURAL COMMUNICATION AND TRANSLATION, INTERPRETATION ISSUES	**16:20 – 17:50**	**32**
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Session 6. LINGUISTIC AND CULTURAL ASPECTS OF TRANSLATION	**16:20 – 17:50** **(Spain)**	**60**
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PROGRAM AND ABSTRACTS

(Zoom)

OPENING CEREMONY
PLENARY SESSION
(10:00 – 11:15)

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

Keynote Speakers:

Prof. Dr. R. Harald Baayen – Professor of Quantitative Linguistics.
Eberhard Karls Universität Tübingen (Germany)
Theme: *A discriminative perspective on learning a new language*
Abstract. In my presentation, I will introduce a computational model based on the mathematical framework of linear discriminative learning to explore the acquisition of a small trilingual vocabulary, with English as L1, German or Mandarin as L2, and Mandarin or Dutch as L3. After introducing the basic ideas motivating this model, I will discuss the results of a series of exploratory simulations. One finding is that when qualitative differences emerge between the learning of a first, second and third language, these differences emerge from distributional properties of the particular languages involved rather than the order of acquisition per se, or any difference in learning mechanism. Another finding is that within-language homophones give rise to errors specifically in production. Our simulations also show the importance of suprasegmental information in determining the kinds of production errors made. Some initial findings on the bilingual learning of German and Czech inflected words will also be reported.

Prof. Dr. Walter Daelemans – Professor of Computational Linguistics, University of Antwerp (Belgium)
Theme: *Computational Stylometry: profiling authors of social media text with machine learning methods*

The accuracy and usefulness of Natural Language Processing tasks like Machine Translation, Text Generation and Speech Recognition have dramatically increased the last decade thanks to Artificial Intelligence approaches like Deep Learning which can now be trained on large datasets using exponentially growing computing power. They have also increased possibilities for multimodal Natural Language Processing and applications combining text, audio, and images. While this is clearly progress, I will argue that these approaches are likely not a complete solution for Natural Language Processing and not even the start of a solution for human level natural

language understanding and generation (which require solving the age-old problems of ambiguity, paraphrase and inference for understanding, and relevance for generation).

However, especially in tasks on which people perform badly, for example in a number of stylometry tasks, the phenomenal pattern finding capabilities of Deep Learning might provide a solution. For author profiling tasks like native language identification, age, gender and personality prediction, and deception detection, people generally perform worse than classical machine learning approaches, and Deep Learning might further improve accuracy on these tasks.

Social Media have turned out to be a goldmine for research in computational stylometry and computational approaches to sociolinguistics. With so many people writing regularly, a lot of data has become available for analysing how personal author characteristics determine language use and for using that data to train machine learning based systems to predict author profiles from the text they write. I will give an overview of some recent work we did at CLiPS in this area, both from a sociolinguistic point of view and from a predictive point of view.

I will focus on recent results where we found significant improvement in computational stylometry tasks by combining classical Machine Learning approaches with Deep Learning or by applying these models in a new way to the tasks.

(Zoom)
ROUND TABLE
(11.20-12.50)

THEMATIC TRENDS IN RESEARCH PUBLICATIONS AND THE ETHICAL POLICY OF SCIENTIFIC JOURNALS
(Education&Psychology)

Chair: Svetlana A. Sharonova, Professor, Dr. of Sociology, Deputy Director for Research, Institute of Foreign Languages, RUDN University (Russia)

Vanessa Dennen, Editor-in-chief – *The Internet and Higher Education,* Professor of Instructional Systems&Learning Technologies, Florida State University (USA)
Theme: ***Prioritizing research topics: Making what we SHOULD publish what we CAN publish***
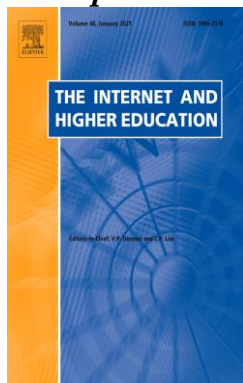
Abstract. Academics are under great institutional pressure to publish in top tier journals, and that pressure has not relented during the COVID-19 pandemic. However, the pandemic has changed the research conditions and possibilities for many researchers, posing new challenges. This presentation addresses how to identify the research topics that are germane, timely, and likely to make a meaningful contribution. It also provides cautions against engaging in the type of research that may be convenient to conduct but is not likely to fit these criteria.

Roger Säljö, Co-editor – *Learning, Culture and Social Interaction*, Professor of the Department of Education, Communication and Learning, University of Gothenburg (Sweden)
Theme: ***Research on children and child development in a digital age: Research ethics and epistemic responsibilities of research on childhood***

Abstract. Research in the social and psychological sciences have been grounded in traditions that view people as "objects" of research. One obvious version of this is behaviourism, where people are reduced to behaviours, but also in cognitive traditions a similar tendency towards reductionism is visible, although in this case the objects of research are thought processes or brain mechanisms, as if these were separate from a living and acting person. In developmental research, however, these, reductionist perspectives are challenged by new interpretations of childhood in which children are seen as agents and as acting in new social environments extending far beyond the family, the school and local society. This shift from viewing children as objects of research to participants and agents in social interaction, from a kind of pre-citizen status to citizens, from less knowledgeable to competent actors in their own environments, represents a powerful redefinition of children and their rights, obligations and the epistemic practices they need to be familiar with. In a long-term perspective, this development is a product of ideas about childhood emerging during the Enlightenment, but the significance and material implementations of these assumptions increased in the 20th century through the expansion of an increasing number of institutions catering to the needs of children. In developmental research, broadly defined, this shift became visible in the ways in which children were referred to when studied. Children were no longer just "experimental subjects" exposed to "treatments", or "respondents" to interview questions. Rather, increasingly they now are referred to as "informants" and "participants", thus recognizing a different position from which they are involved in social practices with implications for how they have to be studied.
Professor Roger Säljö, co-editor

Ian Thompson, Co-editor – *Teaching Education*, Assoc. Professor of the Department of Education, University of Oxford (UK)
Theme: ***The importance of theory and methods in research articles***

Abstract. The most common reasons for rejection from high quality peer reviewed educational journals are that the article is: not suited to the journal; insufficiently theorised in relation to the international literature; Insufficiently contextualised for the journal's international readership; not clear about the significance of the work and what new knowledge it adds to the current international knowledge base in the field; flawed in the research design. Yet research does not always go to plan and the Covid-19 pandemic has caused both considerable challenges and new opportunities for methods and theorisation. In this presentation I shall draw on the example of my co-leadership of the large ESRC funded Excluded Lives project. The project aims to develop a multi-disciplinary understanding of the political economies and consequences of school exclusion across the UK. The research will lead to a greater understanding of the cost of exclusions at individual, institutional and system level, as well as pupils' rights, entitlements, protection and wellbeing, and the landscapes of exclusion across the United Kingdom's four jurisdictions. The vast majority of exclusions in the UK are in England.

However, the pandemic has developed potential new and heightened risks for permanent school exclusions. Over-represented excluded groups include children and young people with Special Educational Needs, from particular ethnic backgrounds and those living in areas of high deprivation. We know the impact of Covid-19 on schools has been substantial for practitioners and students. The social and emotional disruption caused by the pandemic and the subsequent school closures is highly likely to have increased or exacerbated student anxiety and other mental health issues. There is also a concern with school connectedness for vulnerable students whose patterns of school attendance have been disrupted. These concerns raise issues around transitions back to school settings. These developments have called for a reconfiguration of both methods and the theoretical underpinnings of the research. This involves a cultural historical analysis of the ways that professionals from different services may have different object motives when working with young people at risk of exclusion.

TRACK 1 (MS Teams)
SESSION 1
(13.00-14.30)

INTERCULTURAL COMMUNICATION, LANGUAGE AND IDENTITY

Organizer&Chair: Marina G. Petrova, Institute of Foreign Languages, RUDN University (Russia), e-mail: petrova-mg@rudn.ru
Moderator: Mokhsen Khalil, Institute of Foreign Languages, RUDN University (Russia), e-mail: khilo.mk@gmail.com

ADAPTING TWO CULTURES (A GLANCE THROUGH THE HOFSTEDE'S CULTURAL DIMENSIONS MODEL)

Larissa Talalova[1], Devi Katharina Werthschulte[2]
[1]State University of Management, Moscow, Russia,
[2]Osnabrück University, Osnabrück, Germany
[1]e-mail: talalova@gmail.com
[2]e-mail: devi-katharina@t-online.de

Abstract. In Germany, the number of interracial couples has doubled over the course of two decades. In 2017, 1.5 mln couples lived together, where one of the two ones had foreign citizenship. They make up 7% of all couples living together. In 1996, those were only 3%. Around 1.2 mln of the 1.5 mln interracial couples are married (Statistisches Bundesamt Report, 2018). Being born in Malaysia but grown up from an early age in the interracial family in Germany, one of the co-authors was exposed to two different cultures (ones don't have a lot in common), thus, the idea that the interracial couple is a good adaptation mechanism was checked out empirically. Despite the apparent rigor and reliability of the empirical method, however, there exist major drawbacks which render it unfeasible to use in cross-cultural communication, external variables introduced by the experimenter, the environment, or the subject material could skew the results. No experiment aims to be completely accurate but through repeated trials it is hoped that a helpful pattern can emerge to be interpreted. "Germans are most comfortable when they can organize and compartmentalize their world into controllable units. Time, therefore, is managed carefully, and calendars, schedules and agendas must be respected." (Business Culture, 2019). Malaysians' core values are gentleness, respect, courtesy, modesty, face, filial piety, and diversity. The punctuality is not a big priority in Malaysia (a home to different ethnicities, where a relaxed approach to time is practiced). "Christianity is the dominant religion, with 65 to70 percent of the population identifying themselves as Christian. That number is 29 percent Catholics. Muslims make up 4.4 percent of the population, while 36 percent are unaffiliated or have a religion other than Christianity or Muslim." (LiveScience, 2018). Over 95% of the

German population speaks German but there are other languages (due to the ethnic minorities in Malaysia, Bahasa Malaysia as well as Chinese or Tamil) spoken by a larger number of communities: Turkish, Kurdish, Russian, Greek, Albanian, Polish, etc. (Koh, 2015). Geert Hofstede's cultural dimensions theory (Hofstede, 1991) distinguishes between national cultures but a host society interracial family becomes the integration axis not only for the second generation but also for the spouse.

Keywords: interracial families, integration mechanism, different ethnicities, core values, immigrants

LEGAL LANGUAGE AND INTERCULTURAL COMMUNICATION TECHNIQUES IN LAW

Darya V. Aleynikova, Peoples' Friendship University of Russia,
Moscow, Russia, e-mail: festabene@mail.ru

Abstract. One of the significant trends in the development of modern society is the formation of professional intercultures – a new process of the intercultural professional development in the 21st century. Modern specialists who represent various spheres of knowledge brought to light new perspectives and opportunities that they started exploring. These new prospects contributed both to companies and individuals' development. Such rapid growth of commercial contacts and international corporate relations proved that professionals involved in intercultural communication require a qualitatively new level of training that implies effective intercultural professional communication and interaction in the professional are, adequate communication conditions for the perception of a communication partner (Akmaeva N. G., Yarotskaya L. V., 2011; Khomyakova N. P., 2011; Yarotskaya L. V., 2015). (Akmaeva N. G., Yarotskaya L. V., 2011; Khomyakova N. P., 2011; Yarotskaya L. V., 2015).

Recent events have shown that representatives of the legal profession are essential and valuable participants of most business affairs at the international level. Frequently, how successful the partners are in intercultural communication reflects their professional reputation in particular and the company's reputation as a whole. Subsequently, lawyers who accompany all international negotiations have an essential role in resolving contradictions, providing legal assistance for national companies and transnational organizations, and mitigating the consequences of the possible losses.

Modern scholars agree that nowadays, lawyers face certain obstacles related to working in the intercultural dimensions. These obstacles have various grounds, including verbal and non-verbal communication. In the following article, the author reveals and describes mentioned above difficulties and traces their influence regarding the lawyers' intercultural professional competence. Such difficulties are of great attention while teaching lawyers intercultural communication.

One of the essential elements of the conceptual system of any branch of knowledge is direct access to the corresponding language picture of the world. In other words, professional vocabulary that is in everyday use within the representatives of each profession. Thus, special attention is paid to developing a foreign language

terminology acquisition that reflects the profession's conditions in a different linguistic culture.

Nevertheless, it is evident that entry in the other linguoculture should be associated not only with profound studying of the legal terminology but also with developing critical thinking, strategies of behavior expected from the representatives of that linguoculture.

Keywords: modern communication techniques, legal techniques, interculture, professional training

SOCIO-ECONOMIC IMPACT ON THE NEW ZEALAND ENGLISH DEVELOPMENT

Irina E. Kazakova[1], Alena Gyrdymova[2], Roxana P. Denisova[3]

[1,2,3] People's Friendship University of Russia, Moscow, Russia

[1] e-mail: irina_komleva@inbox.ru

[2] e-mail: alena.gyrdymova@mail.ru

[3] e-mail: roxiidenisova@yandex.ru

Abstract. The article is devoted to the New Zealand linguistic dependence on economic ties with its partner countries. A language is primarily the basis for all interactions and contacts between nations, which naturally causes its variability within socio-economic relations. The effectiveness of business communication and international trade, employment opportunities, tourism, and many other phenomena rely directly on the language and its rapid adaptation to the new conditions in the dialogue between people. Thus, this study aims to analyze the New Zealand English development, its linguistic diversity in the context of socio-cultural effects and the trade companions' impact.

Being recognized as a distinctive language about 150 years ago, NZE roots are based on the mixture of two linguistic varieties: firstly, Te Reo Maori - the language of the Maori tribe, who inhabited the Island 500 years before the colonization in the 19th century; secondly, different speeches of the British colonists, who brought their traditions together with the language culture in New Zealand. Transforming with time into a single blend, NZE has been influenced by other nations as well.

The research has shown the most notable linguistic influences of others within three areas. Australian English is said to play the most prominent role in the NZE's formation due to the countries' geographical proximity, shared cultural aspects, and economic ties. The second place is currently occupied by the New Zealand's Americanization process, which is mostly ascribed to the 21st centuries' digitalization. Finally, there are the Pacific people (such as the Samoan, Tongan, Fijian, and Niuean), whose role on the periphery of the Island should not be underestimated.

The languages mentioned above provoked unique changes in NZE. It has distinctive features in such aspects as phonetics, grammar, and lexis. Yet only the latter is believed to show peculiarities that can de facto be traced back to other languages. The way these impacts came into being was largely through economic cooperation,

meaning trade agreements, investment projects, and the immigration accompanying it.

Keywords: NZE, socio-economic impact, Americanization process, Te Reo Maori, Pacific language groups

SOBORNOST' AND SOCIABILITY: SYNONYMITY IN GEORGES GURVITCH'S MULTILANGUAGE TREATMENT OF SOCIAL COHESION

Mikhail Yu. Zagirnyak, Immanuel Kant Baltic Federal University, Kaliningrad, Russia, e-mail: MZagirnyak@kantiana.ru

Abstract. A careful juxtaposition of conceptual frameworks used in philosophical vocabularies of different cultures is central to the success of cross-cultural philosophical studies. Yet there is a risk of misinterpreting the meanings of juxtaposed notions and erroneously reducing multiple definitions to a single one. This study is an attempt at a solution to this problem.

Gurvitch propounded his ideas about social law in publications aimed at both Francophone and Russophone intellectual communities. Following the methods of philosophical comparison and correlation, I set out to prove that Gurvitch used *sobornost'* and *sociabilité* as synonyms to refer to social cohesion.

When reflecting on social cohesion and explicating the basics of his model of social law, Gurvitch employs the concepts of *sobornost'* in his publications in Russian émigré periodicals and *sociabilité* in his French-language works. To interpret social unity, he places it in the context of philosophy of law and assumes that cohesion, as opposed to a sum of individuals, is a matter of social order. Gurvitch believes that the law, which is created exclusively by the state, limits the scope for self-fulfilment of all individuals and precludes social cohesion. Instead, he proposes the idea of social law: any social regulation is the law. This gives rise to a range of social formations – communities, institutions, and organisations, from which individuals choose those that contribute to their self-fulfilment. Social law expedites social unity. The meaning of *sobornost'*, which is comprehended as a sociological-legal phenomenon, corresponds exactly with the European phenomenon of sociability in terms of function.

The fact that the philosopher communicated his ideas simultaneously in two linguistic environments, which is a rather unique situation, suggests that *sobornost'* and sociability convey the same meaning of social cohesion. Comparisons and correlations aid in detecting convergences of meanings and, should fundamental similarities be revealed, in justifying the equivalence of the two terms. This way, correlating notions belonging to vocabularies of different cultures may provide a framework for evaluating the significance of ideas and solutions proposed by philosophers as well as for cross-cultural studies in social philosophy and interdisciplinary research.

Keywords: *sobornost'*, sociability, social law

IMAGE OF THE UNITED KINGDOM IN B. JOHNSON'S POLITICAL DISCOURSE

Oleg Okhoshin, Peoples Friendship University of Russia (RUDN University), Moscow, Russia, e-mail: ohoshin89@gmail.com

Abstract. The article explores the metaphorical concepts that help to create the image of the United Kingdom in the political discourse of B. Johnson. According to the cognitive theory of metaphor, the impact of metaphorical concepts on human consciousness is enormous, because they are embedded in the conceptual mechanism of the human mind. Their use in discourse allows politicians to structure a figurative picture of the socio-political structure and serves as one of the methods for realizing power relations. With the help of a comparative analysis, the author compares metaphorical concepts that reflect the value-emotional, political and ideological position of the country's leadership when discussing Britain's withdrawal from the EU. The purpose of this article is to show how a metaphorical model can simultaneously be an effective tool for manipulating mass consciousness and a way of figurative perception of political reality.

B. Johnson's rhetoric is a vivid example of the use of both universal and situational concepts, skillful substitution of concepts, and the widespread use of figurative means of the English language for utilitarian political purposes. The British Prime Minister's public speeches help to trace the relationship between metaphorical concepts and the specific context in which they are applied. One of the main tasks of the addressee in political communication is to create such an information environment that will give the mass addressee a motive for action and unite him with the political leader. Through carefully selected and repetitive linguistic means, the Prime Minister explained the UK's post-Brexit crisis and conceptual frameworks for nation-building.

As a result of the analysis of the texts of B. Johnson's public speeches, it was possible to identify the characteristic features of his model of perception of the political reality of the United Kingdom, the motives behind his use of certain language, as well as the effectiveness of their impact on the mass audience. It was possible to reveal that B. Johnson's political vocabulary has a pronounced integrative function, capable of rallying citizens to achieve a specific goal - to support the politician in his decision to complete Brexit and establish new principles of foreign policy. This effect is achieved by the skillful use and mixing of conventional and ontological metaphors in public speeches of the Prime Minister.

Keywords: political discourse, metaphoric concept, metaphorical image of the United Kingdom, Boris Johnson, the Conservative Party, public speeches

FRENCH IN SOUTHEAST ASIA: ISSUES AND TRENDS IN MODERN LANGUAGE POLICY

Elizaveta Nevezhina, Lomonosov Moscow State University, Moscow, Russia, e-mail: liza031190@rambler.ru

Abstract. At the end of the 19th century the geographer Onésime Reclus, the author of the term "Francophonie", wrote: "We saw how the Blacks, the Reds adopted the

language of the conquerors ... without unity, without patriotism, without history, without art, without literature. Indochinese people have traditions, written language, enthusiasm, and rely on 500 million fellow Chinese who speak a similar language. Our 1,550,000 Indo-Chinese ... will probably never speak French as the national language; rather it will be Chinese. "The Southeast Asia area - the former Indochina as part of the research of the Francophonie space. French is used and taught in almost all countries in the region, of which four countries – Cambodia, Laos, Vietnam and Thailand – were selected for this study in accordance with their membership in the International Organization of Francophonie (OIF). The relevance of the report is due to the fact that the rates of development of the French language in the Asian region are falling because of many factors, including the domination of the English and Chinese languages, the lack of clear language policy strategies, *the closure of programs which support teaching French*, and as a result - a lack of resources. The materials used for the report are statistical data from different years, reports of the activities of educational organizations to assess the dynamics, the French-speaking mass media of Vietnam, blogs, statements by local representatives of the political and intellectual elite to analyze the linguistic situation in the region. It turns out that the French-speaking Asian society faces a number of challenges: improving the image of the French language, increasing the rate of spread of the language, developing a language policy designed to promote the language, and searching for investment. The priorities of the Asian French-speaking community are identified, including: increasing motivation to learn French; determination of the status and functions of the French language in the region; coordination of the actions of the authorities involved in the promotion of the French language; initiation of teacher support and ICT programs. So, the future of the French language in Southeast Asia depends on the actions of francophone organizations and the willingness of foreign partners to invest in the development of the language in the study area.

Keywords: French, Southeast Asia, language policy, language situation, Francophonie

FORMATION OF DISCURSIVE SOCIOCULTURAL COMPETENCE

Elena V. Chankova[1], Yulia A. Zubok
[1]Russian Economy Plekhanov university, Moscow, Russia
[2]Institute for Socio-Political Research, Federal Research Sociological Center,
Russian Academy of Sciences
[1]e-mail: chev3@yandex.ru
[2]e-mail: uzubok@mail.ru

Abstract. In teaching foreign languages, discursive sociocultural competence implies the ability to carry out all types of foreign language speech activity in the presence of knowledge of a social, cultural and regional orientation. Since the concept of communicative competence is interdisciplinary, the inclusion of a sociological component in this understanding can help to clarify the signs of discursive sociocultural competence, and the ways of forming this competence.

The proposed sociological approach examines communicative competence from the position of the social conditions - in a changing social reality, which means the activity of an individual not from objective reality, subjective reality is formed i under the influence of actor's daily life experience in the course of interaction with the Other (A. Shchuts, T. Lukman, P. Berger, Y. A. Zubok, V. I. Chuprov). The social reality of an individual is not a constant, but is constantly subject to refinements. Communicative competence is both a part of the individual's reality and ensures his interaction with the Other and the construction of social ties already in objective reality. Reality change is its immanent property, communication is constantly being redesigned, and communicative competence is an object of individual self-regulation.

Based on this concept, communicative competence is understood as the ability of an individual to provide his social ties in a changing social reality through the mobility of values, the construction of flexible individualized norms of communication, the possession of variable communication skills and methods of behavior.

These components of communicative competence are formed under the influence of both institutional and sociocultural mechanisms. Sociocultural mechanisms represent a wide context that determines both conscious and unconscious structures in the consciousness of an individual: these can be mental attitudes, archetypes, habitus, stereotypes. They can be subject to reflection and are the basis of self-regulation in conditions when institutional status-role mechanisms do not have a decisive influence on the value-normative circuit of communicative competence (in virtuality, e.g.).

These components are just involved in the construction of a discourse in intercultural communication, and taking them into account can increase the efficiency of building such interactions.

Keywords: discursive socio-cultural competence, communicative competence of an individual, changing social reality

EVIDENCE-BASED APPROACHES TO BUILDING ACADEMIC INTEGRITY

Victoria S. Mashoshina[1,2]
[1]Peoples' Friendship University of Russia (RUDN University),
[2]Moscow City University, Moscow, Russia, e-mail: vi06@mail.ru

Abstract. The article focuses on the analysis of the linguistic perception of *plagiarism* as a constituent element of the umbrella concept of academic integrity. Certain attention is given to how contemporary scholars address the notion of *textual plagiarism* in second-language (L2) learning. The paper reviews recent research studies related to the terminological distinctions between "*intentional*" and "*unintentional*" plagiarism when considering its potential roots and pedagogical approaches to preventing cheating. The methodological context suggests that plagiarism-related practices in L2 writing can be largely eliminated by actively encouraging students to engage with relevant academic sources and by developing their information searching and library skills. It is argued that one of the ways to

lessen the risk of plagiarism is to raise learners' awareness of academic literacy skills and textual appropriation strategies, and in doing so to encourage students' independence.

The findings of the study reveal the meaning of plagiarism and attitudes towards plagiarism-related practices as investigated by means of an online survey involving undergraduate students of Moscow City University (MCU), Higher School of Economics (HSE) and Peoples' Friendship University of Russia (RUDN). The paper analyses student responses to the causes of plagiarism in higher education and as well as their perception of the suggested ways to prevent academic misconduct. One of the findings of this study is the correlation between unintentional plagiarism and students' unawareness of such integral aspects of academic writing as citing sources and acceptable strategies for paraphrasing and incorporating the words and ideas of others.

With regard to the source-use problems the respondents encountered, the present paper suggests a number of practical ideas aimed at enabling novice academic writers to better understand and appropriately interpret the rhetorical purposes of the cited text. These include the methods of summarizing, paraphrasing, assimilating and evaluating information in the process of trying out various writing genres which are to some extent built upon the already existing academic work. The author exemplifies the use of source texts as a means of extending students' lexis, grammar and academic repertoire and discusses the importance of developing language and discoursal skills when striving for authenticity in academic writing.

Keywords: academic integrity, plagiarism avoidance, textual appropriation

INVESTIGATING THE ROLE OF CULTURAL GLOBALIZATION ON YOUTH NATIONAL IDENTITY

Sara Tabatabaei, Peoples' Friendship University of Russia (RUDN University) Moscow, Russia, e-mail saratabatabayee@gmail.com

Abstract. National identity is a set of positive tendencies and attitudes towards the identifying and unifying factors, elements and patterns at the level of each country as a political unit that challenges the culture of nations more than any other in the field of globalization. On the one hand, global networks broadcast mass culture, and on the other hand, they feed the elites of society with the aim of innovation and invention, and by eliminating the temporal and spatial dimension, they provide good identity needs, but cultural globalization has consequences such as consumption. Orientalism also promotes Western culture and style.

This research aimed to identify impacts of cultural globalization on the national identity of the students of the Islamic Azad University, Tehran Branch, and the research framework is based on the theory of Giddens and Stuart Hall. The research method is descriptive and applied in terms of purpose and in terms of data collection, it is a survey and field method. The data collection tool is a researcher-made questionnaire. This study investigates the relationship between cultural globalization and the extent to which Iranian youth belong to their national identity. The research data were collected using a researcher-made questionnaire with 384 young people

aged 18 to 30 years old living in districts 2 and 16 of Tehran who were selected using multi-stage cluster sampling method in 2018. Research results show that with increasing dependence on online social networks and extreme use of them, consumerism and the tendency to global identity, the degree of belonging and dependence on national identity decreases and the tendency of young people to culture and global identity and values increases. But global awareness of social, and cultural processes, issues, and events in the world increases national and cultural affiliation. Global patterns threaten national identities by creating a common language, lifestyle and culture.

Therefore, cultural managers and policy makers by using and benefiting from new technologies and virtual social networks can enrich and preserve national identity and globalization of Iranian identity, Iranian Islamic lifestyle and Iranian history and customs to revive and Recognize it to young people and other nations.

Keywords: Cultural globalization, Global Identity, Cultural communication, online Social Network, National Identity

THE NAVY AS AN ELEMENT OF PRESERVING NATIONAL IDENTITY IN THE UK

Igor Shkrobtak[1],[2]
[1]Peoples' Friendship University of Russia, Moscow, Russia, [2]Institute of Europe RAS, Moscow, Russia, e-mail: igor.shkrobtak@yandex.ru

Abstract. The article is devoted to United Kingdom Royal Navy role in British national self-identity and British military forces meaning in creation cultural British national features. Also in research is analyzed modern British people view on UK Navy and role in British defense. The main goal of this work – investigation of UK Naval forces influences to modern British national character and self-identity. At this juncture proceeds reforming of UK Armed forces and reevaluation British armed forces in United Kingdom social and political life. Particularly British naval forces changing role history shows changing British society priorities in defense and security.

The research tasks is:

Historical review of forming UK Navy role in British culture in previous ages. British naval forces had a one of the most important role in British foreign policy before Second World War. It is believed that the British Navy was one of the determining factors in the formation of British folk culture.

Analysis of transformation British naval forces role in historical conditions. In time the British Navy role in UK foreign policy was changed. Also British understanding self-role in international relationship and UK Navy functions was transformed.

Review of the most important impact UK Navy in modern British culture and self-identity.

The result of investigation is following conclusion. In first the British naval powerful was lost in twenty's century. It affected both United Kingdom defense and security and British national understanding country role in the world and self-identity in the

United Kingdom. The consequences of this was negative – British empire was broken after Second World War.

Fall of British Empire became possible due to broke British navy and economic powerful. It was a blow for British nation and pride. However, the United Kingdom Navy remains a national symbol of United Kingdom for all British citizens. Today we have a new age in British history and during this time there is a revaluation of values – in this conditions United Kingdom needs a some historical and moral authority, which help to pass time of uncertainty.

In addition to military capabilities UK Navy have an ancient tradition, which help to pass modern social and cultural problems in British society. The Royal Navy may become the Foundation of new conservative values in United Kingdom.

Keywords: United Kingdom, UK Navy, national identity

COMMUNICATIVE PERSONALITY IN ROMANTIC DISCOURSE

Alina S. Zagrebelnaya, Peoples' Friendship University of Russia (RUDN University), Moscow, Russia, e-mail: zagrlina@gmail.com

Abstract. Nowadays there is a significant number of studies devoted to the consideration of human communication strategies in the communication process. It should be noted that communication strategies cannot be separated from communicative tactics, which are practical steps in the real process of speech interaction, reflecting the communicative intentions of the communicants. At each stage of romantic communication, communicants use certain communication strategies and tactics, the key or general goal of which is to achieve the need for mutual love. For this, romantic partners choose certain linguistic means that make up the speech portrait of the romantic partner's personality. The study of the communicative type shows that it is represented in various types of discourse. The romantic discourse is considered as a sign system, including verbal and non-verbal signs, which are aimed at serving the sphere of personality-oriented communicative communication that occurs between romantic partners. Typical characteristics of romantic discourse are dialogic / monologic nature; informativeness; evaluativeness; a sense of overvaluation of an object, emotionality; syntonic perception of the world; ritualization; kryptonymicesotericity; reduction in communication distance; thematic recursiveness; reduction of verbal signs. In the focus of the communicative type as linguistic personality is the communicative behavior of a person, characterized by three aspects: value, conceptual (cognitive) and behavioral. Considering a romantic personality, we are talking about satisfying the need for love, in particular for mutual love. Those communication strategies and tactics that the romantic partner uses at different stages of romantic communication are subordinate to this goal. The general and subordinate communication strategies are distinguished. The first one is realised at all stages of romantic relationships and the second one is realised only at certain stages. The general strategy is verbalized through communicative acts in the speech activity of the communicants, while the auxiliary one resorts to a wider set of verbal and non-verbal linguistic means, including compliments, etiquette and neutral

etiquette expressions, a smile, etc. The use of these communication strategies and tactics in general is aimed at obtaining a communicative, emotional response from the listener, and, consequently, attaining the motive and goal of the romantic partner - the need to love and be loved.

Keywords: communicative personality, romantic communication, communicative strategies and tactics, communicative type

KEY CONCEPTS OF YAKIMA FAIRY-TALES VIEWED BY THE RUSSIAN MIND

Andrei E. Levitsky, Lomonosov Moscow State University, Moscow, Russia, e-mail: andrelev@list.ru

Abstract. The rise of interdisciplinary science at the end of XXth century on the borderline of Linguistics and Cultural studies paved the way to Linguocultural studies. At the very beginning of the XXIst century linguocultural schools have been formed already by V.V.Vorobyov, V.I.Karasik, V.V.Krasnykh, Yu.S.Stepanov, V.N.Teliya, S.G.Ter-Minasova. The topicality of research in this sphere is determined with the importance of Linguocultural Studies for treating the key features of the conceptual worldview reflected in Yakima fairy tales.

The objectives of the research include clarification of cultural specifics of Yakima people reflected in fairy tales as interpreted by the Russian mentality; singling out key concepts of Indian worldview on the ground of linguistic analysis carried out through the prism of the Russian worldview.

While carrying out this research such methods of investigation were applied: methods of contextual and componental analysis, conceptual and discourse analysis as well as text interpretation.

The novelty of the investigation consists in an attempt to investigate the folklore (fairy tales in English) of Yakima people from the point of view of a Russian reader. The research proves that every concept is productive. They contribute to understanding, convey interpretation, develop imagination, enable discussion on the ground of common terms; they help perceive linguistic and mental lacunae. The idea has been proved upon the ground of the analysis of the following concepts: SPACE, TIME, FLORA and FAUNA. Each concept is generalized, its features are given, supported by the examples from fairy tales of Yakima people.

Having analysed the fairy tales of Yakima people we can formulate their special commandments that are essential for understanding their whole life and set of values. The sacred beliefs of the nation are largely formulated and expressed in sayings and narrations. We analyzed the fairy tales of Yakima people and found out their wisdom to be presented through concepts of their worldview, as well as special information on their everyday life, rituals, customs and beliefs.

Keywords: concept, worldview, fairy tales, Yakima nation, linguoculture

TRACK 1 (MS Teams)
SESSION 2
(14.40-16.10)

SOCIAL ASPECTS OF INTERCULTURAL COMMUNICATION

Organizer&Chair: Lyudmila A. Vasilenko, Russian Presidential Academy of National Economy and Public Administration, Moscow (Russia), e-mail: vasilenkola@mail.ru
Moderator: Vladimir M. Shakhnazaryan, Institute of Foreign Languages, RUDN University (Russia), e-mail: vlad_shakov@mail.ru

THE PARTICIPATORY GOVERNANCE: THE PUBLIC AUTHORITIES AND SOCIAL NETWORKS ACTORS INTERACTION

Lyudmila A. Vasilenko[1], Svetlana A. Zakharova[2], Vitalii V. Zotov[3]
[1,2]Russian Presidential Academy of National Economy and Public Administration, Moscow, Russia,
[3]Moscow Institute of Physics and Technology (National Research University), Moscow, Russia,
[1]e-mail: vasilenkola@mail.ru
[2]e-mail: sa.zakharova@igsu.ru
[3]e-mail: om_zotova@mail.ru

Abstract. Nowadays Internet users are becoming active participants in the process of social management which leads to the search for its new concept. Such is becoming the participatory governance, which is based on an agreed value system and productive interaction between citizens and public authorities.

Diagnostics of the state of the social network space implies the identification of readiness on the part of citizens for participatory governance, and on the part of public authorities - for public governance based on the concept of public value management. The main issues that arise relate to assessing the readiness of public spaces in social media to organize a kind of a dialogue and partnership of stakeholders in solving socially significant issues, as well as determining the existing problems of involving citizens in participatory governance.

The article uses the results of the author's mass questionnaire survey of the population in Moscow "Social Media and the Government" (quota sample $N = 450$), supplemented by the results of VCIOM (The All-Russian Public Opinion Research Center) surveys and Global digital overview data presented by DataReportal. Surveys show that residents of the Russian capital prefer to enter into communication with public authorities within the network communities formed around the manager's account (manager - an employer in public service), with the possibility of commenting. Respondents highly appreciate the online surveys capacities to influence the solving socially significant problems, but they note that the online surveys are poorly organized. The experience of "the Active Citizen"

portal shows an ambiguous attitude towards it: 47% believe that it only collects information about population problems, and 42% simulate active activity.

Many citizens consider it important not only to draw attention to a socially significant problem, but also to involve citizens of the city in the process of solving these very problems.

Half of respondents express their position in the social network space: they participate in single actions organized by other participants (20%), discuss news and socially significant problems in the Internet (18%) or involve other network participants in discussions (8%).

As a result, the authors conclude that society expects better forms of participatory governance.

Keywords: social media, network communities, participatory governance, public authorities, citizens

FROM INTERCULTURAL COMPETENCE AND CULTURAL INTELLIGENCE TO SUCCESS IN BUSINESS COMMUNICATION

Svetlana A. Dubinko[1], Irina I. Klimova[2], Lizaveta A. Dubinka-Hushcha[3]
[1]Belarusian State University, Minsk, Belarus
[2]Financial University under the Government of the Russian Federation, Moscow, Russia
[3]Copenhagen Business School, Copenhagen, Denmark
[1]e-mail: dubinko@bsu.by
[2]e-mail: iiklimova@fa.ru
[3]e-mail: ld.egb@cbs.dk

Abstract. The article examines such important components of successful business communication as intercultural awareness, intercultural competence, and cultural intelligence. Values and beliefs among other measurable elements of culture are examined. Models of linguistic and communicative behavior in various business cultures that are based on the study of various approaches to value categories are presented.

Intercultural awareness involves the disclosure and understanding of one's own culturally determined behavior and mentality, as well as the behavior patterns of representatives of other cultures. This process includes not only the perception of similarities and differences in other cultures, but also the recognition of the intricacies of local culture or, as E. Hall emphasizes, our own "hidden culture" (Hall 196: 162). R. Hanvey describes four levels of cross-cultural consciousness: awareness of superficial or very noticeable cultural traits (stereotyping), understanding of significant and subtle contrasting traits, which is additionally comprised of two separate levels, and awareness of the point of view of an insider regarding a given culture. Thus, Level 1 comes from initial or cursory observations of the culture such as those that come from reading magazines and travel guides or traveling as a tourist. Information gathered on this level is commonly interpreted with a level of surprise. Hanvey uses words "unbelievable", "exotic", and "bizarre" to describe the first impressions of a culture on Level 1. Level 2 is associated with

conflict and feelings of frustration. We tend to interpret those cultural traits as "unbelievable", "frustrating", and "irrational".

Following the initial clash with the cultural traits that engender conflict, the interpretation shifts to rationalization of those traits. Hanvey characterizes this interpretation at Level 3 with words "believable", "reasonable", "explainable". On the 4th Level the "transition to the homeland" happens. An individual fully immerses into the culture and becomes bicultural, interpreting cultural traits as "believable because of subjective familiarity". Intercultural competence is a generic term for the ability to understand, value, and interact with people from different cultures. But in order to effectively use intercultural competence, it is necessary to develop cultural intelligence, relying on many valuable ideas received in the field of cultural competence (Livermore, 2015).

Keywords: intercultural competence, cultural awareness, cultural intelligence, values, beliefs

HUMANITARIAN COOPERATION IN THE SILK ROAD FORMAT AS A PRIORITY AREA OF THE INTERCULTURAL COMMUNICATION BETWEEN RUSSIA AND CHINA

Alexadr D. Nazarov, Moscow Aviation Institute (National Research University), Moscow, Russia, e-mail: prof.nazarov@inbox.ru

Abstract. The integration of the Russian Federation into world international relations is closely linked with the development of the cultural context of other states. This makes the development of intercultural communication one of the priority humanitarian tasks . Such cooperation between Russia and China in the format of the Great Silk Road is of scientific and practical interest.

In established meaning phrases "Silk Road" has become widely used in science. At the same time, the Silk Road itself has never been a highway. Archaeologists have found only scattered and changing their location caravan paths, converging only at oases and cities. Experts believe that the very fact of the emergence and existence for two thousand years of the Great Silk Road is the unique communication project in the history of human civilization. This way contributed to transmission for Central Asia and Europe advanced achievements of Chinese science and technology, religious and philosophical beliefs. Its fate attracts increased attention of domestic and foreign researchers.

The creative potential of the Great Silk Road is in demand in modern China., A modernized version of the Silk Road has adopted by leadership under the title "One the belt - one way". It allows China to come up with this initiative as a new global humanitarian project.

This sphere is the main part of the general cooperation between Russia and China. The science of high technology, tourism, media, become as independent spheres with its objectives and perspectives.

In this sphere there is a significant breakthrough in Russian-Chinese relations

achieved an unprecedented high level of trust. The created favorable conditions for the development of intercultural communication take into account the mentality of the two nations, the priority of public interest over private, the traditional hierarchical organization of political life. The Chinese leadership praised the gesture of Russian President V. Putin, the first of the heads of major powers, to express solidarity with China in the fight against the COVID-19 epidemic. Russia also became the first country to send experts to provide the medical care for Wuhan.

Numerous facts and trends indicate that Russian-Chinese cooperation has stood the test of time, demonstrating a strong socio-political foundation and high stability. For 8 months of 2020, the volume of bilateral trade amounted to 68.6 billion dollars, which is in line with the previous year. A "roadmap" is being developed to achieve a trade turnover of $ 200 billion by 2024.

The results of the public opinion poll in 2020 became a confirmation of good neighborliness. They showed a high assessment by ordinary Russians and Chinese of the ongoing transformations, the level of intercultural communication. The new official documents demonstrate that the parties intend to further strengthen cooperation .

Keywords: Russia, China, intercultural communication, the Great Silk Road, the Russian-Chinese relationship, the cooperation

APPROACHES TO NATIONAL IDENTITY IN RUSSIA, IN THE REPUBLIC OF NORTH OSSETIA AND IN SOUTH OSSETIA

Lilia V. Moiseenko[1], Tatiana V. Uskova [2], Maria A. Vikulina[3], Evgeniya V. Dumina[4]

[1,2,3,4]Moscow State Linguistic University, Moscow, Russia,
[1]e-meal: liliamoiseenko@gmail.com
[2]e-mail: t-uskova@bk.ru
[3]e-mail: vikulna_maria@mail.ru
[4]e-mail; dumina@list.ru

Abstract. The article under consideration touches upon the problem of national identity, ethnocultural specificity of North Ossetia and South Ossetia, the people's awareness of specific national traits and popular self-identification. The role and significance of the people's awareness of the ethnocultural characteristics depend on a certain historical period and are subject to economic, cultural and political changes. Nevertheless, some ethnic differentiating and consolidating factors manifest stability. The study is aimed at finding common grounds for the creation of the unified civilization platform that would help develop intercultural cooperation, promote tolerance and assist in integrating representatives of different ethnicities into a single social, political and economic community. Russia, the Republic of North Ossetia and South Ossetia are historically tied and have developed in constant political and economic cooperation. The study is based on the analysis of the empirical material and research carried out by specialists in the sphere of political science, sociology, psychology and other fields of knowledge in order to encompass

different aspects of the phenomenon of "national identity". In order to work out the basis for the UCP the authors have a look at three major spheres characterizing the ethnicities as well as figure out possible similarities and differences. The three spheres are: the emotional and motivational sphere, the intellectual and cognitive sphere and the communicative and behavioural sphere. The authors come to the conclusion that despite the ambiguity of cultural, geopolitical and other ties of the Ossetians (they are originally tied to Alans, Scythians and Sarmatians, on the one hand, and are historically bound with Georgia and Russia, on the other hand), as well as despite ethnocultural specificity of national values and mindsets, it is regarded possible to work out grounds for integrating Russians and Ossetians into a single social, political and economic community based on the United Civilization Platform. The results of the current research are planned to be used for further analysis as the authors suggest having a deeper insight into the problems of national psychology and national identity.

Keywords: unified civilization platform, North Ossetia, South Ossetia, national identity, ethnocultural specificity

MILITARY-HISTORICAL ASPECTS OF INTERNATIONAL COMMUNICATION: PECULIAR PROPERTIES OF THE MILITARY TRANSLATOR'S ACTIVITY

Valeria Korolyova[1], Natalia Gurova[2]
[1,2]Peoples' Friendship University of Russia, Moscow, Russia
[1]e-mail: 1032200999@pfur.ru
[2]e-mail: gurova_na@pfur.ru

Abstract. Our contemporary society is developing on the way of expanding the interconnections of various countries and cultures. In the context of rapidly growing globalization, all members of society are in constant interaction, which frequently leads to armed conflicts at the turn of cultures. The leading role in solving the contradictions is played by people who not only fluently speak the languages of two opposing nations, but also know the peculiarities of perception of certain objects by bearers of different cultures. The history of our state is inextricably linked to the conduct of wars and military conflicts, which required the development of the translation service in our country. The need for military interpreters was particularly acute during the period of the Great Patriotic War. However, even in the post-war period, this profession has remained in demand when local wars and military conflicts arise. Military interpreters, on an equal footing with commanders and workers on the home front, make a great contribution to resolving military conflicts. Representatives of this profession are people who are at the crossroads of two cultures, but advocate only one side, have a unique ability to smooth and bypass the peculiarities of perception of the world by different people, as well as compensate for cultural differences and delicately present information in already difficult conflict conditions. Besides, materials of military texts differ significantly from the content of any other type of texts. Military translation reflects in the most concentrated form the features and properties of all subtypes of translation in a

variety of areas of professional communication: scientific, medical, legal, and etc. This creates a certain difficulty in training military interpreters. This article reveals the role of military interpreters in wartime, as well as the essence and professional competence of the profession of military interpreter and describes the basic requirements for a representative of the profession. Special attention is paid to the training of military translators and the history of military translation. In addition, the work presents actual and historical data on the development of military translation in Russia and abroad, distinguishes individual personalities and historical events related to military translation and affecting its development.
Key words: military translation, military conflict, translation history

INTERCULTURAL COMMUNICATION AS A FACTOR OF COOPERATION OF SCIENCE, BUSINESS AND SOCIETY (EXPERIENCE OF GERMANY)

Aleksandr Kotov, Peoples Friendship University of Russia (RUDN University), Moscow, Russia, e-mail: alexandr-kotov@yandex.ru

Abstract. The aim of the study is to consider the role of intercultural communication as a factor in the interaction of science, business and society in the development of an innovative economy on the example of Germany. Intercultural communication is defined as a series of actions between people from different cultural backgrounds that require a process of exchange, negotiation and conveying of cultural differences through language and non-verbal gestures. The main focus of intercultural communication is the ability to be aware of the way in which cultural differences affect a communication process and its outcome. In this regard, it is interesting to note the experience of Germany, in which, to increase the innovative power, there are processes not only of investment in research on the part of the state and companies, but also real assistance in the formation of innovative processes with everyone who participates in the production of innovations. The paper demonstrates that strengthening intercultural communication, integrating persons with migrant backgrounds are aimed at making society more attractive. Only with the participation of cultural factors will all desirable and acceptable technologies be integrated into everyday life. Research results are quickly applied in practice and reveal their effect - an idea becomes an innovation.

The main research method is the analysis of strategic planning documents in Germany, open departmental documents. It is emphasized that looking ahead, innovation should be anchored even more strongly at the center of society. Intercultural communication strengthens everyone's openness to social and technological innovation and change, enhancing scientific and business communication. Experience shows that it is important to encourage interested citizens to participate in the formation of innovation and political processes.

The author concludes that intercultural communication provides a new quality of collaboration between science, business and society along the entire innovation chain. It plays the role of a factor that ensures the friendliness of the economic and business environment. Most likely, the advantage of this approach is that the knowledge and research needs of potential users are included in the process from the

very beginning, and the relevant multipliers themselves take on the role of co-authors.

Keywords: intercultural communication, cooperation, science and society, Germany`s strategic planning

ATTRACTION FACTORS OF RUSSIAN UNIVERSITIES FOR FOREIGN STUDENTS OF SOCIO-HUMANITIES IN THE CONTEXT OF LANDSCAPE TRANSFORMATION OF INTERNATIONAL STUDENT MOBILITY

Igor E. Moskalev, The Russian Presidential Academy of National Economy and Public Administration, Moscow, Russia, e-mail: ie.moskalev@igsu.ru

Abstract. The article discusses the impact of global changes in the structure of international student mobility on the attractiveness of Russian universities for foreign students. The author believes that the motivation of foreign students of socio-humanitarian specialties in the context of global changes has specific characteristics. Understanding and taking into account these features will help optimize the policy of internationalization of Russian universities. The aim of the study is to identify the factors that determine the choice of socio-humanitarian areas of training for Russian universities by foreign students. The article analyzes the world trends in international student mobility; specifies the factors that are significant for foreign students of social and humanitarian specialties when choosing a university in Russia. The problem of attracting foreign students has many aspects due to the complexity of modern society. Many factors of socio-economic, political, cultural, environmental, technological create a special landscape of international student mobility, which is currently beginning to undergo major changes. Both the conditions of the external and internal environment of the Russian educational space are changing. In the external macro-environment against the background of factors of political, economic instability, as well as a complex epidemiological situation, the conjuncture of the educational services market is transforming. In this context, the factors of the attractiveness of Russian universities for foreign students in socio-humanitarian areas of training, considered in the article, form the field of opportunities and limitations for national policy in the field of internationalization of universities. The modern market of educational services is characterized not only by competition in terms of creating special conditions for the training of foreign students, covering factors of the socio-cultural environment, living conditions, but also by a wide variety of educational forms and information technology solutions. The most competitive are the most technologically advanced market players. Also a significant factor today is the factor of the country's epidemiological security. The export strategy of Russian education should show particular adaptability, due to the flexibility and receptivity of global social and technological changes and understanding of the internal motives of foreign students in various fields of study.

Keywords: International student mobility, university attractiveness factors, foreign students

INTRODUCING AFRICAN CULTURE AND COMMUNICATION TO ASPIRING DIPLOMATS

Mayya Nikolskaya[1], Natalya T. Petrenko[2]
[1],[2]Moscow State University of International Relations (MGIMO),Moscow, Russia
[1]e-mail: mayyanikolskaya@gmail.com
[2]e-mail: natapaka@yandex.ru

Abstract. While the need for training in African language and culture for students of diplomacy and IR focusing on the region might appear obvious, it was not always the case in Russia. Despite the country's strong tradition of African studies, underpinned by close political connections with the continent in Soviet times, in the 1990s the government considered the idea of wiping African studies altogether from the curriculum of all major universities in Russia, including the ones run by the foreign ministry. A renewed call for African studies took root in Russia's recently growing interest in Africa for potential military, political and economic partnership. Yet, the revival of the subject at the diplomatic school has offered little insight into the generic communication issues that anyone dealing with a totally different culture may well encounter. Once posted in Africa, Russian diplomatic agents will typically engage with the locals in three main cultural contexts: the international diplomatic milieu, i.e. a shared professional culture in diplomacy, based upon the norms of conduct, rules and institutions more or less universally accepted by diplomats worldwide; the bilateral milieu, in which both formal and informal contacts with diplomats representing the host country occur, with more opportunity and more need to take into account one another's national protocol, etiquette and communication styles; and informal communication outside the diplomatic circle, including cultivating day-to-day relationships with the locals. As Moscow continues its march to captivate the hearts and minds of African leaders and their people, more effort has to be invested into teaching intercultural communication to Africa professionals, embracing all the three contexts in concert. This objective has to be translated into reality by incorporating culture studies into the curriculum, encouraging early student internships and pre-graduation training at Russian diplomatic missions in Africa, introducing contemporary African media to students, and more. Organizing and stimulating student participation in social events revolving around the topic, especially ones attended by foreign dignitaries and Africans studying in Russia, would indispensably help to review cultural expectations and make diplomatic engagement per se more smooth and efficient.
Keywords: intercultural communication, Africa studies, diplomacy

PSYCHOLOGICAL ADAPTATION DURING INTERCULTURAL COMMUNICATION

Elena Panarina, People's Friendship University of Russia (RUDN University)
Moscow, Russia, e-mail: epanarina113@gmail.com

Abstract. Intercultural communications have become an integral part of our modern society and an interesting topic for investigation. Communications are the primary

tool for information transfer. However, this process is interrelated to some psychological difficulties.

During communication, our psyche carries out different functions, including information processing and adaptation to the situation. Any new information is perceived as stress.

Communication with people is the stress itself, and communication with other cultures representatives can significantly impact the psyche.

When having intercultural communication, most frequently, the speakers are stressed fur to the following factors:

1. Language barrier;
2. Fear to be misunderstood;
3. Fear of the opponent's social or cultural norms.

A small survey (50 people were asked) identified that only five people are psychologically resistant (e.g., staying calm and confident) when communicating with other cultures' representatives. Other interviewees preferred to communicate through the interpreter or e-mail. Unless people have an opportunity to involve an interpreter, there is a possibility that the communication might fail or the sense of communication will be lost. The following points can become the main contributors to the communicational failure:

1- Use of the wrong vocabulary due to the stress impact;
2- Use of inappropriate body language that can lead to misunderstanding;
3- Selection of the wrong topic for discussion.

Therefore, one's psychological status and knowledge about other cultures' peculiarities are essential for communication success.

To ensure successful communication and stable emotional status, one should become psychologically adapted to the situation. Psychological adaptation can be divided into two parts: passive and active adaptation. It is a well-known fact that during communication, the speaker plays both active and passive roles. Hence, the social adaptation process stipulates both the environmental impact on the subject and its impact on the environment.

This article aims to provide examples of psychological adaptation during intercultural communications, investigate and present new methods to overcome psychological difficulties during intercultural communication. It gives ideas on how intercultural communications can be facilitated. The investigation is conducted based on a sociological survey, questionnaires, and Internet materials.

Key words: intercultural communication, psychological adaptation, psychological status, emotional status

STEREOTYPING IN THE CONTEXT OF CROSS-CULTURAL COMMUNICATION
Anastasia Utkina[1], Nikita Merkulov[2], Natalia Gurova[3]
[1,2,3] Peoples' Friendship University of Russia, Moscow, Russia
[1]e-mail: 1032201269@pfur.ru
[2]e-mail: 1032201268@pfur.ru

³e-mail: Gurova_na@pfur.ru

Abstract. The aspect of peoples' active immigration to foreign countries is critical in the modern world. Despite the adoption of multiculturalism and tolerance policy by many countries, there are still certain barriers that make intercultural communication quite complicated. One of the most significant reasons for that is stereotyping, which affects society in every field. Many individuals tend to hold certain opinions, which may in reality be partially or completely wrong, about other social groups identified on grounds such as gender, ethnicity, race, religious beliefs, and treat them in a way corresponding to their convictions. Humans develop stereotypes when they are either unwilling or unable to obtain all of the information they would need to make fair judgments about people or situations, which is an inevitable process in the modern world. Bombarded with information from social media, which is not always accurate, one learns to accuse certain groups of political and cultural clashes. Representatives of such groups may find this type of behavior insulting, which, as a result, could potentially lead to conflicts. Seeing as conflicts are what cross-cultural communication is supposed to prevent from occurring, as it is also supposed to develop strong and lasting relationships between people of different cultural backgrounds, it is essential that we recognize such issue as stereotyping which is very problematic for successful communication today. Acknowledging cultural peculiarities and engaging in intercultural dialogue is especially critical for international trade in form of negotiation, transactions, and deals. In fact, stereotyping is a cross-cultural phenomenon, which is almost inevitable due to people's behavioral patterns and psychological components. Therefore, an in-depth study is required for uniting people and preventing all possible misunderstandings in business communication and daily life situations.
The main aim of the study is to identify stereotypes about various social groups and cultures, outline their positive and negative effects on human perception, and introduce possible solutions to the problem based on the analysis of scientific studies and publications. Focusing on specific examples the study represents the reasons for certain opinions about various nationalities based on historical, traditional, and cultural aspects. The research serves the purpose of becoming a foundation for further studies in cross-cultural communication, as well as helping to execute a deeper examination of teenage and adult behavior based on stereotyping.
Key words: stereotype, stereotyping, communication, culture, immigration

SOCIAL MEDIA BEHAVIOR PATTERNS OF ADOLESCENTS: CHOOSING A COMMUNICATION STRATEGY

Victoria Shcherbakova, Russian Presidential Academy of National Economy and Public Administration, Moscow, Russia, e-mail: v.a.shcherbakova@gmail.com

Abstract. Over the past decade, the development of social media and the digital arena has shaped new communication scenarios. The rapid inclusion of new technologies in the lives of young people is increasing the risk posed by the Internet, which causes concern for researchers. It is necessary to explain to adolescents the risks and threats of uncontrolled use of the Internet, and in order to form a competent

youth policy, it is necessary to analyze the impact of social networks on a teenager, that is, to understand what social networks teenagers prefer, what attracts them to social networks, and how they perceive social networks. **The purpose of the article is to study the patterns of behavior of adolescents in social networks and identify the main target groups.** In connection with the goals and objectives set, a quantitative study was carried out on a representative population of Russia aged 14 to 19 years, the sample of which was 505 people. Based on the results of the study, target groups of users were identified, inclined to different types of behavior in social networks. In accordance with the user's belonging to the group, it is necessary to choose one or another communication strategy to build effective communication. **The respondents were asked to mark statements with a positive or negative load** with which they most agree. The statements were formed from pilot in-depth interviews with teenagers in which they talked about their typical use of social media. Based on the marked statements, as well as gender, age, involvement in social networks, areas of interest and referential personalities for adolescents, the respondents were profiled by segment. Factorial and cluster analysis was carried out to profile the respondents by segment, and the questions of the questionnaire were used to describe the segments. Segments differ by gender, age, attitudes towards social networks and media in general, use of social networks, areas of interest, purposes of using social networks, as well as personalities that are referenced for adolescents. The article provides recommendations for working with target groups: when targeting communication strategies, the effectiveness of communication between adolescents and organizations that form youth policy increases.

Keywords: social networks, teenagers, network communication

TRACK 1 (MS Teams)
SESSION 3
(16.20-17.50)

INTERCULTURAL COMMUNICATION AND TRANSLATION INTERPRETATION ISSUES

Organizer&Chair: Yury Muravev, Institute of Foreign Languages, RUDN University (Russia), e-mail: muravyev-yua@rudn.ru
Moderators: Irina E. Kazakova, Institute of Foreign Languages, RUDN University (Russia), e-mail: irina_komleva@inbox.ru

SEMI-COMPLEX SENTENCES WITH ING-FORMS IN MEDICAL DISCOURSE: CHALLENGES FOR NEURAL MACHINE TEANSLATION

Natalya S. Pak, Northern (Arctic) Federal University named after M.V. Lomonosov, Arkhangelsk, Russia, e-mail: n.pak@narfu.ru

Abstract. The study is related to semi-complex sentences with ing-forms that are typical for the English language. Being an analytic language with very little inflection and strict word order, English has a wide range of constructions requiring mental operations for understanding their meanings. Nowadays with the increasing amount of texts being processed and translated using artificial intelligence, it is of particular interest to analyse how these sophisticated constructions function in the text and in which ways does the machine "understand" them.

The main objective of this study is to reveal the features of semi-complex sentences in particular (medical) discourse and identify some patterns (if there are any) of neural machine translation of these sentences from English into Russian.

Two types of methods are used in the study in order to achieve the goal: computational (Coh-Metrix tool, Neural Machine Translation) and manual (Analysis of Translation Errors). Coh-Metrix is a tool focused on linguistic features closely associated with deeper level of comprehension. It provides the text analysis on multiple characteristics and language-discourse levels. Neural Machine Translation (NMT) is one of the machine translation approaches which uses the large artificial neural network and deep learning models.

Five medical research articles on topics related to different spheres such as Lifestyle Medicine, Vaccination, Intensive Care, Medical Ethics and Speech Therapy were analysed, processed with Coh-Metrix tool, translated by PROMT neural machine translation system with medical profile and evaluated.

The study found that 1) semi-complex sentences with ing-forms (gerunds, participles

and verbal nouns) are frequently used in medical research articles, contributing in diversity (but not always complication) of grammatical structures; 2) gerunds and verbal nouns are more typical for medical discourse due to prevalence of noun phrases over verb phrases; 3) neural machine translation system demonstrated certain patterns in translating ing-forms from English into Russian in some cases potentially causing mistakes; 4) a number of frequent word combinations have their own patterns in NMT translation presumably due to their existence in NMT translation memory 4) there is a necessity to improve the overall quality of the neural machine translation in terms of translating semi-complex sentences with ing-forms.

Keywords: semi-complex sentences, medical discourse, neural machine translation, non-finite verbs

WHAT IT MEANS TO BE *TSAR*: SEMANTIC INFLATION OR CREATIVE SHIFT

Elena V. Beloglazova[1]**, Yulia V. Sergaeva**[2]
[1, 2] Herzen State Pedagogical University of Russia, St. Petersburg, Russia
[1] e-mail: evbeloglazova@herzen.spb.ru
[2] e-mail: ysergaeva@herzen.spb.ru

Abstract. The paper focuses on the actual relation between the elements of the cultoronymic series ЦАРЬ - CZAR/ TSAR, with the goal of demonstrating that despite common roots, these are distinct words, different in form and meaning.

The corpus-based study consists of two parts: (1) the Russian-language part of the research, based on the data of the National Corpus of the Russian Language, explores the semantic evolution of the Russian term ЦАРЬ reflecting the political and ideological changes in the country; (2) the English-language part of the research employs the data from a variety of corpora – historical, synchronic and regional – to highlight various aspects of the two English xenonyms that sprang from the Russian term.

The research shows that all members of the cultoronymic series can be used in the literal and metaphorical meanings, yet, being coreferential, they differ in meaning:

When used literally to refer to a Russian (or, earlier, Slavic) monarch, the Russian term originally had a markedly positive connotation, including such evaluative components as "kind" and "wise", while the English-language Russianisms have a negative tinge, characterizing the ruler as a despot or tyrant;

When used metaphorically, the Russian term ЦАРЬ can be applied to the country's post-Soviet leaders, implying their striving for or already performing unrestrained, tyrannical power. The English-language Russianism TSAR is also occasionally used in this sense. Meanwhile the rival Russianism CZAR has developed a different metaphorical meaning, close to that of a "magnate". This explains why, for example, President Donald Trump used to be a "czar", but is now described as "tsar".

The paper attempts to demonstrate the openness of borders around languages, which tend to interact and penetrate into each other whenever they come into contact. At

that, any interlanguage transfer triggers a chain of adaptations, by means of which the language and its users claim the borrowing as a separate entity, not a clone of its parent. However tempting, it is wrong to approach the interpretation of a loan from the perspective of the source language, since the new discursive environment shapes the loan from the very moment it enters the target language.

Keywords: culturonym, borrowing, interlanguage transfer, assimilation, linguocreativity

BILINGUAL AND MULTILINGUAL MEDICAL DICTIONARIES
AS A TRANSLATION TOOL (General overview)

Bakitgul E. Borankulova, L.N.Gumilyov Eurasian National University
Nur-Sultan, Kazakhstan, e-mail: b_bakit@mail.ru

Abstract. Medical translators as users of dictionaries very often cannot find specific reference materials available for their specialized areas. Or if they find the reference materials, even in both the target language (hereinafter TL) and or in the source language (hereinafter SL), they may be inadequate. The problems of Kazakh terminological dictionaries in general are still discussed among scholars. The issues disputed by linguists and lexicographers are mostly related to reasons of the non-efficiency of terminological dictionaries and non-systematical structure of dictionaries, inconsistency of translation equivalents, mistranslation of terms and many others. Scholars as Zhubanov K., Aytbayev O. Makbakov M., Kurmanbaiuly Sh. are the ones who plays a great role in lexicography and terminology. Today in Kazakh lexicography bilingual or multilingual dictionaries are widely used. The main function of such type of dictionaries is to translate source language terms into target language terms according to scientific requirements and systematical representation of them in dictionaries. In this sense, the article deals with the problems and importance of compiling bilingual and multilingual medical dictionaries and the ways of rendering English/Russian medical terms into the Kazakh language by different authors of the dictionaries.

Terminological bilingual and multilingual dictionaries in the sphere of Kazakhstani education and science, bilingual and multilingual medical dictionaries in particular, are of great importance and the need in compiling them is urgent. It is evident that most of the dictionary entry demands upgrading with new terms having appeared due to modern scientific and technological achievements so that any user can find a term/ a word he searches for. The bi- and multilingual medical dictionaries published in the period from 2000 to 2020 are reviewed in this article. Research has shown that in the period from 2000 to 2020, unfortunately, only few printed bilingual and multilingual medical dictionary has been compiled by authors (by linguists and medical specialists).

The results of the overview lays the ground for some future research:

- Identification of types of medical terminological inconsistency from English/Russian into Kazakh⇐ Kazakh/English/Russian in texts;
- collaboration work of linguists and medical specialist in eliminating medical terms inconsistency;

- creating an electronic terminology database of Kazakh medical terms in the country.

Keywords: medical terms, multilingual medical dictionaries, lexicographic analysis, translation equivalents

BRITISH DIALECTS' IMPACT ON THE NEW ZEALAND ENGLISH FORMATION

Irina E. Kazakova[1] , Anna V. Borodina[2], Anna Vetushchenko[3]

[1,2,3] People's Friendship University of Russia, Moscow, Russia

[1]e-mail:irina_komleva@inbox.ru

[2] e-mail: Anneta-dorobina@inbox.ru

[3] e-mail: anyavetuschenko@yandex.ru

Abstract. This research presents the analysis of the British dialects influence on the formation of the New Zealand variant of the English language (NZE). The article provides information about the advent of colonizers in the 19th century in New Zealand when England's colonial expansion caused the spread of the English language and its active development of the new regional branch. Specific features of British dialects and their mutual linguistic impact along with the wide-ranging foreign policy of England formed the basis for modern Kiwi English or NZE. Being heavily mixed between each other and the Maori language, the dialects of British migrants and the language of the indigenous tribe created a new pronunciation, orthography and particular vocabulary. Therefore, the main objective of this article is to reveal all the nuances of the dialectal impact of the British on the emergence and evolution of the New Zealand variant of English.

In addition, much attention is paid to the various migrants' layers of the New Zealand society during the period of British colonization, assessing shifts in the population's composition and language changes accordingly. The article also indicates certain areas of migrants' settlements with different accents of the English language.

There are two theories which explain establishing of the New Zealand English language. The first "single-origin theory" includes the influence of Cockney English dialect. The second theory is called "the mixing – bowl theory", which presents the combination of southeastern English accents and dialects.

Moreover, the survey has shown the possibility to determine the roots of words and their origin. The results thus obtained are compatible with literary sources, which confirm the language presence of the Scots and the Irish as well as the Maori. The vocabulary of New Zealand can be rooted in southeastern areas of England, but it came via Australia. Empirical, theoretical and sociological methods are used to scrutinize and structure this data and information.

In conclusion, the results of this study identified that the English dialects of the southeastern regions of England, Scottish English and Irish English had the most significant impact on the New Zealand variant of the English language.

Keywords: NZE, Kiwi English, dialects, migrants, pronunciation, orthography, Scottish English, Irish English, Maori tribe

ON MANIPULATIVE TECHNIQUES IN TRANSLATING POLITICAL DISCOURSE

Alexandr M. Kaplunenko[1], Tatyana V. Tyurneva[2], Tatyana I. Vedernikova[3], Natalya V. Shchurik[4]

[1],[2],[3],[4]Irkutsk State University (ISU), Irkutsk, Russia

[1]e-mail: amkaplunenko@mail.ru

[2]e-mail: tyurneva_tv@bk.ru

[3]e-mail: t_boxes@mail.ru

[4]e-mail: amistad@yandex.ru

Abstract. Propaganda as an aggressive semiotic activity employs manipulation as the means. Both manipulation and propaganda involve not only translation of the sign per se but, first and foremost, transformation of the context of the sign.

It can be well explained by a semiotic approach based on Ch. Peirce theory, but Ch. Pierce focuses on the sign but doesn't question the context the relevance of which to translation is paramount.

To adapt the Piercian conception to a semiotic description of the professional activities of translators we apply his interpretants to the context of the sign as well. Consequently, the immediate context shall be the SL text effecting an impression on the translator as either familiar / precedential or unfamiliar / precedentless or intricate / plain. The dynamic context shall develop in a course of pretranslational analysis. The final context of the SL sign should be reflective of the way in which most of the minds would interpret the SL context. In a translation governed by the Principle of Cooperation the final SL context must get communicated in TL so that there be an equality of the SL and the TL final contexts.

The obvious variability of sign-to-context relations renders the translating techniques open to manipulation.

An extreme example of manipulation techniques herewith is set by political commentaries of the Russian president's Vladimir Putin public discourse in western media. We have analyzed samplings of Putin's statements along with their subsequent commentaries by the USA and British media sources to have detected the following three techniques:

1)   RR, or reframing of the SL final context as well as reframing of the SL sign.
2)   RpR, or reframing of the SL final context and partial reframing of the SL sign
3)   RT, or reframing of the SL final context and translation of the SL sign.

The examples analyzed in the paper are representative of three manipulation techniques used in political translation. All three manifest conflicts of political ideologies, and, therefore, prefer confrontation to cooperation; the TL final contexts are framed by the TL stereotypes that streamline the public opinion as planned by professional propagandists.

Keywords. Manipulation, political translation, manipulative techniques, semiotics

PROBLEMS OF TEXT INTERPRETATION IN THE ERA OF GLOBALIZATION: THE SOCIO-CULTURAL ASPECT

Ekaterina Yu. Andreeva, Lomonosov Moscow State University Moscow, Russia , Financial University under the Government of the Russian Federation, Moscow, Russia, e-mail: KATERINA88557@yandex.ru

Abstract. With the growth of the world economic space in the age of globalization the issue of analysing media texts has become one of the burning questions of modern linguistics. On the one hand, the Internet being an integral part of our lives, e-mail, video-conferencing and other impressive technological breakthroughs allow a splendid opportunity to draw a link between people of different nationalities, cultures, traditions and make it possible to know more about each other. On the other hand, some examples of the translation of the English media texts into Russian prove the fact that there is no adequate perception of the information that is contained in them. One of the reasons for this misunderstanding is the excessive influence of these two languages on each other. The examples of such influence are widely found in contemporary advertising discourse and consist in unjustified borrowings used by translators. On the one hand, the appearance of new words expands the vocabulary of the Russian speakers. On the other hand, unjustified frequent use of foreign terms to denote certain realia erases the authenticity of the translating language. Another factor influencing the correct interpretation of the English media texts is background knowledge as an extralinguistic component of communication. The analysis of practical materials reveals that background knowledge – mutual knowledge of the realia by both an addresser and an addressee – has a significant impact on the process of interpretation of the English-language media texts by the representatives of the Russian-speaking cultural and linguistic community. The examples of the translation of the English media texts into Russian adduced in the present paper show that ignorance of the realia which stand beyond a statement leads to a communicative failure in most cases. It should be noted that there exist many ways of translating phraseological units from one language into another, but it is necessary to bear in mind that the process of interpretation is not just a simple selection of the equivalent linguistic matches, but an arduous work which consists in a thorough insight into a language itself, as well as the life of its speakers, their traditions and cultural peculiarities.

Keywords: media text, interpretation, cross-cultural communication, phraseological units, background knowledge

COMPLICATIONS IN UNDERSTANDING AND TRANSLATING METAPHORS IN ECONOMIC DISCOURSE

Victoria L. Malakhova, Moscow State Institute of International Relations (MGIMO University) of the Ministry of Foreign Affairs of Russia, Moscow, Russia, e-mail: v.l.malakhova@inno.mgimo.ru

Abstract. Conceptual metaphors in the economic discourse appeal interest as they are a complex combination of linguistic, pragmatic, sociocultural, psychological and other factors of speech production. Since economic texts have to perform a lot of

functions (informative, entertaining, educational, ideological, etc.), they have to be comprehensive, interesting, and relevant for readers/listeners. The usage of metaphors can promote this. They help make the economic discourse persuasive, evaluative, expressive and figurative. Moreover, metaphors reflect a situation or phenomenon indirectly and present some assessment of them; due to this, a metaphor makes an emotional impact on the reader/listener.

On the other hand, articles/texts of economic content present to the readership the economic life from the perspective of a certain system of historical, cultural and even linguistic values. Cultural and psychological characters of a metaphor bring to the difficulties in its understanding and translating. Comprehension and translation of a metaphor in the economic discourse is also complicated by its peculiarities and functions, the social aspects of its use, and the cultural and intercultural contexts. In its turn, this complexifies interlingual communication and intercultural activities.

The present article reveals the peculiarities of a metaphor in the economic discourse, and identifies the main translation issues that one may face when translating a metaphor in texts of the type stated. The author also presents the main methods of translation and illustrates their specifics.

Conceptual metaphor is referred to as a productive means of formation of the English-language economic discourse. The functioning of metaphor in the economic discourse is defined by the analysis of its impact-making affect.

The focus of the research is the characteristic features of conceptual metaphors in the economic discourse. As the objective, the author sets the study of issues of comprehension and adequate translation of conceptual metaphors in the economic context.

The methods of formal-logical, system-structural, and discourse analysis present the methodological basis of the study.

The author comes to the conclusion that a conceptual metaphor in the economic discourse is a complex combination of factors and cognitive processes of speech conveying. This can complicate comprehension and translation of the metaphor, which in turn affects professional cooperation and business communication in the modern economic sphere.

Keywords: conceptual metaphor, economic discourse, translation

THE ROLE OF PREDICATIVE AWARENESS IN LANGUAGE REFLECTION

Elena S. Orlova, N.I Lobachevsky Nizhny Novgorod State University
Nizhny Novgorod, Russia, e-mail: orlova_es50@list.ru

Abstract. The notion of reflection is traditionally associated with the transformational aspect of one's inner being and consequently applies to something deeply intimate and inaccessible. As an implicit constituent of any language learning process reflection has long challenged researchers to explicate and use its hidden mechanisms in knowledge management and education in order to stimulate learners' continued endeavor of self-cultivation. The scope of reflection being very broad, much entwined with other mental phenomena and still somewhat fuzzy, the main

objective of the research presented is to highlight reflection strictly in terms of verbal activity and language learning. Being an intensional mental process reflection is conventionally treated as energetic exercise of mind implemented through initiative-taking and active involvement. Learners' reflective orientation, though, is not developed as an isolated inner activity. In the current research the ability to reflect is assumed to largely depend on the learner's evaluation of their own expressive means in comparison with those produced by other participants of naturalistic or instructed communication. Reflection is thereby viewed as the individual's capacity to estimate the running verbal information and return it to the virtual social environment. Having ramifications across practically all human activities the phenomenon is manifestly shown in second language acquisition, with reflective patterns being described either transcendentally or merely empirically. Models of reflective learning are thus formulated in terms of the opposite extremes, which might be happenstance but usually not a universally upheld framework. In order to make inner mental procedures tractable and thus capable of forming an underlying a base for attaining language proficiency, reflective processes of language acquisition could be highlighted in terms of the mechanisms of predication. The major background premise of predication states that language is a materialized substance that makes interpretation of thought as the product of reflective activity possible. In the light of predicative interpretation language, communication and inner thought activity - reflection - are treated as the indissoluble unity whose domain structure allows for the specification of a universal functional unit considered both as a learning segment and assessment measure.

Keywords: reflection, predication, universal predicative unit, predicative unit class

FOREIGNIZATION AND DOMESTICATION IN RUSSIAN-ENGLISH LEGAL TRANSLATION

Yury Muravev, Peoples Friendship University of Russia, Moscow, Russia,
e-mail: muravyev-yua@rudn.ru

Abstract. This paper evaluates foreignizing and domesticating strategies in Russian-English legal translation. The author defines foreignization and domestication and covers the limitations and possibilities of foreignization and domestication in written and oral translations of five major types of legal documents (contracts, memoranda, judgments, case briefs, acts, and other pieces of legislation) at the levels of legal terminology, grammar, and syntax.

The paper also assesses the correlation between the surface structure and the deep structure of legal texts in Russian-English language pair. It concludes that the adequate and equivalent translation of specialized legal texts requires the balanced application of the foreignizing and domesticating strategies at the lexical, grammatical, and syntactic levels. The choice of strategy depends on the type of legal document in the target language's jurisdiction (England and Wales was chosen for this research).

It is suggested that domestication should be avoided in the translations of Russian

federal constitutional laws, federal laws, regulations, and judgments, while in contracts, memoranda, and case briefs, foreignization is a viable strategy, sometimes even mandatory. The reason is that formal and binding legal documents, such as acts and statutes, contain much more specific legal terms, which are unique for the source jurisdiction – the Russian Federation (culture-specific professional concepts, legal terms of art, names of key institutes of law, unique branches of law).

Simultaneously, the translation of the less formal documents like contracts, memoranda, legal opinions, court transcripts, corporate records, or case briefs may require a less formal approach. In these texts, domestication helps to ensure the pragmatic and functional dimensions of translation. Moreover, international business practice requires clear contract terms and plain English definitions of contract terminology. The use of archaisms and legalese in legal English is sometimes inevitable because written documents have constituted the law itself for over five hundred years in England. Yet in Russian-English pair, they should be replaced by the synonymous plain English alternatives to improve the overall quality of translation.

The research results may improve the output quality of machine translation systems and legal tech software development. This study's novelty is the deep-structure analysis of legal documents and the variety of analyzed types of documents.

Keywords: Legal English, legal translation, English for specific purposes

LEXICAL AND SEMANTIC PROBLEMS OF TRANSLATION OF POLITICAL AND MILITARY TEXTS (ON THE MATERIAL OF NATO PRESS CONFERENCES)

Vera Kuznetsova[1], Madlen Efendieva[2], Nikita Kuznetsov [3]
[1],[2],[3]Military university (Department of Foreign languages), Moscow, Russia
[1]e-mail: vera087@mail.ru
[2]e-mail: udachenka@yandex.ru
[3]e-mail: iki19955@yandex.ru

Abstract. The article is devoted to a range of problems connected with the translation of political and military speeches. Lexical units that can cause difficulties and wrong translation are considered. The main objective of it is to analyze peculiarities of their translation. All the examples are accompanied by special comments.

Military and political spheres are in the centre of attention of specialists who analyze different practical aspects of translation. The proof of this can be found in articles, scientific papers, dissertations devoted to the study of military and political discourse and in the representation in other languages.

By and large, translation can be carried out on the following levels: words, phrases, sentences, superphrase unities. Each level has its own complexities with which translators have to deal with. To cope with them successfully one should know general principles of translation and have good knowledge of both languages as well

as take into account the linguistic and extralinguistic factors that can affect the source material and stylistic features.

Having analyzed the translation of some text from the official site of NATO one can definitely say that even official translations may have different mistakes that change the idea of the original. Thus translators should be careful working with texts, take into account the context, the situation in the world, remember that words cannot be translated in isolation as single words do not make sense, identify types of the texts. To translate correctly one should have cross-cultural knowledge and political awareness.

The findings of the study present a number of recommendations that can be useful for translators.

Presented observations will be useful for translators and students of translation departments.

Key words: translation, semantic problems, meaning, stylistic features

COHERENT TRANSLATION BASED ON ANALYSIS OF VIDEO MATERIALS

Galina A. Petrova, Plekhanov Russian University of Economics,
Moscow, Russia, e-mail: galina.petrova.1968@mail.ru

Abstract. This article aims at revealing a new approach to assess the knowledge, skills and practical experience of students, as well as introducing new requirements for competencies that a specialist should possess at the end of the relevant discipline. It is considered that students are able to solve a number of professional issues in accordance with the types of their professional activity. This research shows the main features of scientific communication that are being mastered at high school, at Universities: the critical thinking that includes the ability to compare and contrast phenomena and ideas; to respect for the opposite point of view, the coincidence of some and discrepancy of other positions; to attend the full time and correspondence scientific discussions; the ability to politely express disagreement on controversial issues. The achievement of this level of the communicative competence lies at the heart of the implementation of the principle of academic mobility in the global educational space; it provides the opportunity to master any educational programs and courses in English both in full-time and mixed learning modes and completely in remote mode. The successful mastering of the English language course is to ensure the possibility of obtaining any international certificates confirming readiness and ability to study in international programs of higher professional education. In connection with a new understanding the role of linguistic educational policy, the scientific methodologists more emphasize the need to have knowledge of communication, a sufficient volume of thesaurus in order to establish and maintain contacts in the areas of professional communication and interaction situations, as well as speech skills, which is the basic for professionally speaking foreign languages-communicative competence. It is known that there is the need for the educational programs of the foreign language training at the non – lingual Universities in order to meet the new generation standards, not lower then level B2,

according to the pan - European scale of CEFR levels. Therefore, the competency is based on the approach to the foreign language education.

The analysis of theoretical materials has shown that these studies are not enough and, therefore, we have decided to consider this issue in the practice of students' coherent translation training while using video materials.

Keywords: communicative competence, educational programs and courses, professional competence, the appropriate skills, competence in the field of the coherent translation

TRACK 2 (Zoom)
SESSION 4
(13.00-14.30)

TEACHING, LEARNING, TRANSLATION AND COMMUNICATION: CHINESE DISCOURCE

Organizer: Elena Tsoy, University of Science and Technology Liaoning, Anshan (China), e-mail: fangnan@yandex.ru
Chair: Oleg A. Timofeev, Institute of Foreign Languages, RUDN University (Russia), e-mail: timofeev-oa@rudn.ru
Moderator: Gao Juyan, Institute of Foreign Languages, RUDN University (Russia), e-mail: gao-ts@rudn.ru

A BRIEF ANALYSIS OF THE WAYS OF THE ENGLISH ABBREVIATION TRANSLATION IN INTERNATIONAL TRADE

Ma Hong, University of Science and Technology Liaoning, Anshan, China, e-mail: mahong1008@126.com

Abstract. Nowadays, international trade takes a large proportion of world economy. Long time ago, there was no international trade, It took so many years to develop and form itself through various difficulties and changes. Gradually, international trade is becoming more and more important. Because it can bring large benefits to people and countries, and an increasing number of countries are developing international trade. Under this condition, a special language will be necessary if a country wants to make a trade with other countries. This language can boost the international trade among countries and save time and cost among parties. It is the English abbreviation. This paper starts from the definition of international trade and features of it, and analyses the development and significance of it. Then it briefly introduces definition, features, and four categories of English abbreviation, which are initialism, acronym, clipping and blending, and some applications of it in international trade. Finally, the paper presents four translation methods of abbreviation. They are free translation, transliteration, zero translation and combination of free translation and transliteration. The free translation method is to restore the English abbreviation to its original statement, and then translate it into its corresponding Chinese full translation. The transliteration method is used to translate directly the abbreviation according to the pronunciation of the words formed after the simplification is completed. In the process of translation, since many translation texts are too long, another new translation method named zero translation is emerged. It can be understood as an abbreviation that should be translated but it cannot be translated for some reasons, so there appears a phenomenon that one language directly enters another language. Combination of free translation and transliteration, about this method, translating should first be

based on the readers and then translated as much as possible into a more acceptable translation text for the domestic people, so that better communication can be achieved. The translation of English abbreviations should be as close as possible to the readers, so that readers can easily understand them. We must know that English abbreviations are generally short and brief, but the translation is by no means simple. Translators must pay much attention to the words, phrases and sentences. Meanwhile, it requires translators to skillfully deal with the problems of translating. This paper explains them in an easy and clear style, and it's believed that the international trade will become more prosperous through the translation of English abbreviation.

Keywords: international trade, English abbreviation, translation method

VERBAL AND VISUAL RITUALS IN THE ASIA PACIFIC REGION AND RELATED IMPACTS ON PROMOTIONAL CAMPAIGNS

Yue Yanfeng, University of Science and Technology Liaoning, Anshan, P.R.China, e-mail: yyfustl@163.com

Abstract. In the post-COVID-19 era, some predict that unilateralism is taking the dominating position of globalisation. On the contrary, the world is continuously steered to the direction of further mutual cooperative development, in another term, globalisation. Globalisation are intercultural activities stimulated by individuals and organizations who cross national boundaries chasing new customers, materials, and markets. For example, Nestlé, which is based in Switzerland, sells 85 per cent of its product in other countries. In this era of globalisation, cultural diversity presents both challenges and opportunities to individuals and organisations involved in international business. In the process of cooperative development of countries, intercultural communication continuously presents researchers new issues.

Intercultural communication is a pathway to successful cooperation of business. However, lingual and cultural differences make intercultural communication complex and difficult to handle. In multicultural business communication and international business negotiation, many obstacles, even misunderstandings are caused by such cultural and linguistic differences. Therefore, when doing international business, it is necessary for all participant parties of business to perceive and comprehend cultural and ritual gaps between the guest and the host culture. Efficient knowledge on verbal ritual is the key to effective communication. This paper argues the relations between verbal and visual rituals and the related impacts to promotional campaign in the Asia Pacific Region. Firstly, the definition of communication and the connection between cultural rituals and communication process are introduced theoretically. Secondly, general difficulties of intercultural verbal communication and differences between individual cultures are illustrated with examples in practical intercultural communication. Thirdly, a description of possible influences from intercultural communication to promotional campaign is offered to concrete the psychological and cognitive features supporting the discussion. Findings of this research is presented that although modern mass culture creates some common characteristics in world culture, each country maintains its

unique "cultural geography". Finally, strategies for successful intercultural communication are recommended in order to facilitate multicultural communication including negotiation for cooperation, product promotion, and advertising campaigns in the Asia Pacific Region. Two gaps in intercultural communication are highlighted. The significance of nonverbal rituals is clearly presented, provoking further researches in related academic filed.

Keywords: verbal rituals, visual metaphor, communication

ON THE NECESSITY OF DEVELOPING THE INTERCULTURAL NON-VERBAL COMMUNICATIVE COMPETENCE OF TCSL TEACHERS

Guo Tongtong, University of Science and Technology Liaoning, Anshan, China, e-mail: gt198145@163.com

Abstract: In the process of cross-cultural communication, more and more attention is paid to nonverbal communication. In face-to-face communication, only 35% of the social content of information is verbal behavior, while the rest is conveyed through non-verbal behavior. The meaning of the same non-verbal behavior in different cultures may be different. This situation virtually increases the frequency of misunderstanding and conflict in cross-cultural communication. In the process of cross-cultural communication, the understanding and grasp of non-verbal communication behavior is the key to determine whether the communicative effect is ideal or not. At the same time, non-verbal communication is rooted in the deep soil of culture, which may cause misunderstanding and contradiction. Sometimes a small action may make the communication fail. The accumulation of negative emotions leads to greater psychological and behavioral problems.

In order to relieve the pressure of overseas students and reduce the negative impact of cultural conflicts, it is necessary for TCSL teachers to develop cross-cultural non-verbal communication skills in the cross-cultural context. Teachers with cross-cultural non-verbal communication skills build a silent bridge, so that foreign students can gradually adapt to Chinese culture without strong anxiety, and minimize the impact of cultural shock on him.

In order to improve the management ability of pressure from different cultures, overcome culture shock and promote the growth of individuals in new environments, four principles should be followed, namely emotional regulation, openness, flexibility and critical thinking. In order to cultivate the intercultural non-verbal communication ability, TCSL teachers should also start with the following four principles. According to the principle of emotion regulation, TCSL teachers should be cordial, enthusiastic and energetic. When facing students, TCFL teachers should always use appropriate non-verbal behaviors to express appreciation and encouragement, infect students with emotions. According to the principle of openness, TCSL teachers should treat non-verbal behaviors in other cultures peacefully. According to the principle of flexibility, TCSL teachers should avoid the tendency of stereotyping. It also requires TCSL teachers to pay attention to each student and master their personality characteristics. According to the principle of

critical thinking, TCSL teachers should also understand the non-verbal behaviors of Chinese culture.

Keywords: Cross-cultural non-verbal communication; Chinese as a Foreign Language teacher

ANALYZE CHINESE TEACHING LISTENING, SPEAKING, READING, WRITING AND TRANSLATING AND THE HSK TEST

Lixin Yao, University of Science and Technology Liaoning (USTL), Anshan, China, e-mail: ylx19682007@126.com

Abstract. Language educators have conducted millions of research in order to find the best strategy to help language learners, especially second language learners, to systematically learn another language. In order to test one's language abilities, proper testing programs are a must. This essay will discuss the five different aspects when teaching Chinese, which are listening, speaking, reading, writing, and translation, and the Chinese Proficiency Test (HSK). The HSK test is an international standardized test of Chinese language proficiency, and it is established to test the Chinese learnings for non-native Chinese speakers. It can accurately measure the Chinese level of all the candidates. The HSK is only a test, and it does not serve for improving the Chinese skills of Chinese learners. The HSK should not be served as an official learning material to the students, however, this essay will explain how to appropriately combine HSK tests with learning materials to help Chinese learners master each five aspects. The HSK testing guidelines and grading scales can be used as a benchmark to teach Chinese. Learning is always a two-way interaction. In order to accomplish fluent Chinese speaking, Chinese learners should always keep in mind their purposes of studying Chinese and focus their studies in the aspects that they value the most. No matter what the purpose is, a decent volume of vocabulary and largely practicing oral Chinese is essential. This essay will also discuss different approaches that Chinese educators can take to encourage Chinese learners to practice and learn. The main intention of this essay is to help Chinese educators to better improve their teaching methodology and to illustrate these examples into their day to day teaching. There are examples from various Chinese Learning textbooks and different scenarios of oral Chinese practices, includes Official Examination Papers of HSK, published by Sinolingua from Beijing. There are detailed discussions about the five aspects, listening, speaking, reading, writing, and translation, and combined with HSK testing grading scales to illustrate the teaching method. In conclusion, the teacher's teaching methods, the systematic and scientific nature of the selected textbooks are also the key to the study Chinese.

Keywords: Chinese Proficiency Test HSK; Five different aspects; Teaching quality and effects

APPLICATION AND RESEARCH OF MICRO-VIDEO TEACHING RESOURCES BASED ON COGNITIVE LOAD THEORY IN COLLEGE ENGLISH CLASSROOM

Chen Yuanyuan, University of Science and Technology, Liaoning, Anshan, China, e-mail: 13050044258@163.com

Abstract. The construction of teaching resources has always been the focus of attention. In the construction of all teaching resources, video teaching resources play an important role with its outstanding advantages. It is pointed out in the goals of education normalization in 2016 that the combination of The Internet and education should be further promoted, and the training and typical demonstration of education normalization should be intensified. With the arrival of the age of information "miniaturization", micro-video as the main knowledge carrier and presentation learning platform exerts a vital influence on the teaching of knowledge, demonstration skills, demonstration training and other aspects. Micro-video is gradually promoted and applied in the field of education. Micro-video as a teaching research has become a hot topic. Based on some advantages of micro-video, it can be seen that it has a good fit with the field of education and teaching. How to design more complete, richer and higher quality teaching resources is expected by both students and teachers. Cognitive load theory explores the relationship between working memory and long-term memory and its impact on complex learning and problem solving, providing a new theoretical framework for teaching research. Its research results mainly focus on promoting learners' learning from learning materials, learning content presentation and other aspects. Therefore, by using cognitive load theory to investigate English classroom teaching and integrating teaching resources, problems in classroom teaching can be found and the causes of problems can be explored, so as to improve classroom teaching. Cognitive load is an important factor affecting complex learning. It can be divided into three types: internal cognitive load, external cognitive load and associated cognitive load. These three types of loads can be accumulated, and total overload will bring difficulties to learning and problem solving. Under the background of the vigorous development of micro-video teaching resources and the guidance of cognitive load theory, this paper will carry out research on how to scientifically use micro-video resources, effectively regulate students' cognitive load in learning, and scientifically design college English classes. Besides, the importance of micro-video application and principles of application will also be explored in the paper.
Keywords: Micro-video, Cognitive load theory, Class design

RESEARCH ON CHINESE CHARACTER TEACHING IN TEACHING CHINESE AS A FOREIGN LANGUAGE

Ying Wang, University of Science and Technology Liaoning, Anshan, China, e-mail: crystal2885529@163.com

Abstract. Chinese character teaching plays an important role in teaching Chinese as a foreign language. Many foreign students learning Chinese are very good in listening and speaking, but their ability to read and write Chinese characters is relatively poor. Therefore, in the early stage of Chinese teaching, many experts and

scholars advocate listening and speaking first. The teaching of Chinese characters has always been the concern of Chinese teachers, experts and scholars. This paper discusses the teaching of Chinese characters from two aspects. First of all, from the cognitive point of view, Chinese characters and learners' mother tongue can be corresponding teaching. This paper takes foreign students whose mother tongue is English as an example, based on the construction of Chinese characters, the teaching of correspondence between the strokes of Chinese characters and the letters of English characters, the correspondence between the parts of Chinese characters and the roots of English characters, and the teaching of correspondence between the whole characters of Chinese characters and the words of English characters. Chinese character construction method can help foreign students who are just learning Chinese to quickly eliminate strangeness, accept Chinese characters easily, and establish confidence in learning Chinese characters. The structure of Chinese characters is not good, but the teaching effect is good.

In addition, from the perspective of culture, foreign students learning Chinese can learn more about the history and culture of Chinese characters, perceive the development process of Chinese characters, and experience the fun of learning Chinese characters. Chinese characters and culture are closely related. Chinese characters are an important carrier of recording culture. Culture mainly depends on Chinese characters to progress and develop. Therefore, it is very important to learn the culture of Chinese characters. In the process of Chinese teaching, we should choose some simple and popular Chinese characters so that foreign students can learn well, remember and understand well, so as to achieve the purpose of interpreting Chinese culture through Chinese characters.

Through the integration of Chinese character culture into literacy teaching, we can deepen students' understanding and mastery of Chinese characters. At the same time, we can use the Chinese character construction method to teach Chinese characters, which runs through all stages of foreign students' learning and improves the teaching effect.

Key words: Chinese character teaching; the construction of Chinese characters; culture

ARCHETYPE OF THE DEVIL FROM NORSE MYTHS IN HARRY POTTER SERIES

Ying Li, School of International Education, University of Science and Technology Liaoning, Anshan, China, e-mail: nina821119@126.com

Abstract. The "Harry Potter" series have displayed the epic myth of human childhood and are considered a gem of children's literature of the world. A lot of mythical elements attract the attention of scholars in the process of research. This paper attempts to apply Frye's theories to analyze the archetypes of devil from Norse myths in this series and find the connections between Lord Voldemort and the devil in Norse myths. By analyzing devil's growth, devil's experiences and the similarities and differences between Lord Voldemort and the devil we illuminate the influence of devil images in Norse myths on the creation of Harry Potter.

Voldemort is the despot-leader of his world; he is inscrutable, ruthless, merciless, and has voracious desires, he ordered his followers must give the absolute loyalty to him. This Character can be connected with the evil god of Norse myths, Loki. Voldemort and Loki both have good looks and a clever mind. They were also accepted by society in the beginning, however, they also have evil inner worlds. After undergoing some changes, evil was released from within their hearts, creating a later Voldemort and a later Loki. Voldemort has always felt as though he was better than others, and learning that he was a wizard only enhanced those beliefs. It is this thought that later leads him to become the later Dark Lord. Voldemort is more like the devil than Loki. That because he shows no guilt, regret or goodness. He is typical evil. The biggest difference between Voldermort and Loki was their original intention. In many stories of the Norse Myths, Loki was known as the trickster or troublemaker. That means the intention he has done many bad things just out of a mental mischief. Voldemort has all done for a target—the pursuit of immortality. Rowling's "Harry Potter" series was significantly influenced by the Norse myths during the creative process. However, at the same time, because the author also incorporates many elements of contemporary English literature, Greek myths, and Biblical stories, the main characters of the novels are not exactly the same as the Norse mythical characters.

TRACK 2 (Zoom)
SESSION 5
(14.40-16.10)

COMMUNICATION AND INTERPRETATION

Organizer&Chair: Quannes Hafiane, *Research Laboratory LR19ES19 - LANGUAGE AND CULTURAL FORMS*, Higher Institute of Languages of Tunis, University of Carthage (Tunisia), e-mail: ouannes@yandex.ru
Moderator: Natalia S. Erokhova, Institute of Foreign Languages, RUDN University (Russia), e-mail: erokhova-ns@rudn.ru

SOME ASPECTS OF TUNISIAN AND RUSSIAN COMMUNICATIVE BEHAVIOUR IN AN INTERCULTURAL CONTEXT

Ouannes Hafiane, Higher Institute of languages of Tunis, University of Carthage, Tunis, Tunisia, e-mail: ouannes@yandex.ru

Abstract. The recent decades have witnessed the globalization of various aspects of human life. This context has lead to the removal of physical and intangible borders between peoples. As a result, there emerged a big and rapid growth and expansion of economic exchanges and mobility of human beings, and in particular that of people who flew their homeland for the purpose of working, studying, doing business, or just travelling. It's important to point out that this human mobility took place, although in a different degree, in both directions, and it might often end up with people settling in new lands, living with people that they didn't know before and according to new social rules. In this case, it's clear that the matter goes beyond physical contact between persons to an encounter of heterogeneous cultures. To meet the scientific requirements of this research we stick to the definition of culture given by Ladmiral and Lepiansky. The cultural label such as behaviour, dress, codes,production, norms, values and beliefs make it possible to determine belonguing to a certain cultural community, to a certain social group (Ladmiral J., Lipiansky E., 1995 :8) and Clanet (Clanet C.,1993 :14-15).

In this context the encounter of cultures stimulates intercultural contact and generates intercultural communication, which is understood as a process of relations between cultures, including verbal and non verbal direct interaction between individuals ; and also encompassing all the processes of communication linking different cultures (Lusebrink H., 1998: 2).

Today, encounter of Russian and Tunisian cultures is particularly developed in educational, economic and touristic fields. Hundreds of young Tunisians study in Russian universities; thousands of Russian

women, married with Tunisians, have settled in Tunisia; hundreds of thousands of Russian tourists regularly visit Tunisia. Often these cultural groups face difficulties during daily contact with the community in which they decided to live. These difficulties are linked primarily to communicative behaviour, either at the level of production or receptivity , and in the majority of cases at both levels. The description of communicative behaviour on the basis of intercultural communication is intended to facilitate the understanding of what is meant by what is said in another culture.

In this article we attempt to draw a comparative and contrastive portrait of some aspects of Tunisian and Russian verbal and non verbal communicative behaviour, a task that can shorten the distance between the two countries and facilitate intercultural communication between their peoples. This work can be perceived as a preliminary step towards a comprehensive description of arab and russian communicatve behaviours.
Keywords: Culture, Communication, Behaviour, Russian, Tunisia

COMMUNICATION AND NON-COMMUNICATION IN THE ARAB-MUSLIM CULTURE IN TIME OF CORONA VIRUS: THE EXAMPLE OF TUNISIA

Mongia Khamassi Arfa (Mensia), Higher Institute of Languages of Tunis (ISLT-University of Carthage), Tunis, Tunisia, e-mail: mongiaarfa@yahoo.fr

Abstract. The Covid 19 or Coronavirus appears suddenly and causes fear and imbalance at the social, psychological, political, and economic levels. It forced societies to disrupt their communicative habits, which were generally based on customs and rites, and helped consolidate relationships between individuals. This is visible in a country such as Tunisia, where this cultural mode was perceived as a sign of Arab-Muslim identity.

This paper discusses the process of communication in three phases: first, indicate how these behaviours were based in a relatively secular environment, on the principles of more or less traditional communication in its family, social and religious dimensions. Then, show how this pandemic lead to a limitation of communication even with our closest ones and how in order to maintain health, public authorities encouraged isolation, providing scientific justifications and theological interpretations. Finally, I will explain how modern means of communication intervene to recreate new links, through new communication practices.

Our approach consists of a semantic and semiotic analysis of these three forms of 'communication', 'non-communication' and 're-communication'. This is based on a collection of messages broadcasted on television, shared on social networks or posted in the streets.

The application of a cultural methodology which combines some elements of anthropology and sociology will help us examine values through the injunctions that this discourse conveys. I will try to bring out some results concerning the updating

of affective relationships through the use of modern means of communication which take into account cultural variations. The challenge is to find solutions to serious situations without clashing too much with identity references.

The debate focuses on this isolation which is perceived apparently as a risk of derogating from specific values by replacing them with more individualistic feelings; and also as a post-modernist reconstruction of values: there was a pre-Corona, there is a present cohabitation with the virus, but what about the after Corona?

Keywords: Communication, Non-communication, Coronavirus, Tunisia Arab-Muslim cultural values

COMMUNICATION AND CHANGE IN FOREIGN LANGUAGE CLASS: THE TEACHER THINKING

Malak Moustapha-Sabeur, Higher Institute of Languages of Tunis (ISLT-University of Carthage), Tunis, Tunisia, e-mail: malak.sabeur@yahoo.fr

Abstract. This research aims at observing and analyzing how the change in the ways of communication is interpreted by the teacher in the language classroom.

Indeed, communication in a foreign language class, whether verbal, paraverbal or non-verbal, is mainly oriented towards the appropriation of knowledge (the language). It is not detached from the expert person (the teacher / transmitter) which exerts actions on learners in order to modify their behavior and their knowledge (Cicurel, 2011).

Changing the way he communicates knowledge with learners is not straightforward but involves the teacher who must position himself for or against this change.

From this perspective, attributing an interest in the way of communicating based on what the teacher thinks is significant to us since the teacher's representations determine his/her actions in class (Seca, 2001). Collecting and interpreting the teacher's representations allows us to better understand his/her actions and motives for action (Schütz, 1998). The corpus consists of transcribed extracts of semi-directives interviews and self-confrontation interviews conducted with Tunisian teachers.

The change discussed in this research concerns the use of ICT, the use of the mother tongue in foreign language classes and distance education.

The analysis is done according to a double interpretation: that of the teacher with regard to his/her own ways of communicating in class and our analysis of the interpretation given by the teacher. This ethnographic-type approach is in line with research concerned with the study of teacher thinking (Tochon, 1993, 2000; and more recently the researchers of the group (IDAP) in Paris III including Cicurel, Aguilar Rio, and Moustapha-Sabeur. The theories relate to language didactics, sociology and psychosociology.

The results of the analysis of the interpretation given by the teachers show an ambivalence in their remarks. On the one hand, change is a risky action affecting their status and their professional identity, and, on the other hand, it is necessary, insofar as it makes it possible to establish an interactional dynamic reflecting a

certain level of professionalization and know-how, in short, a gradual integration of a teaching strategy.

Keywords: Communication, Teacher thinking, Change, Didactics, Interpretation

INTERPRETATION OF THE RELIGIOUS TEXT IN THE FIGHT FOR WOMEN'S RIGHTS

Manoubia Ben Ghedahem, Higher Institute of Languages of Tunis (ISLT-University of Carthage), Tunis, Tunisia, e-mail: benghedahem@yahoo.fr

Abstract. When we speak about tunisian women's rights…There was, since the XIXth century in Tunisia, a discourse that focuses on women's rights.That discourse swung between position statements that were in favor of women in the name of humanly shared values and total rejections in the name of the religion. Both statements, defense and opposition, were based on lectures and interpretations of the muslim religious text. And, until nowadays, it is in its name that some values are rejected while others are claimed.In a matter offact, women's rights have been held captive by a political speech that, has been, and still is men's in power speech.

We will study this discourse's communication and its interpretation starting from the XIXth century in the tunisian high political spheres in some texts, such as the *Letter* of the cheikh Ibn Abi Dhiaf, great minister at that time, and the *Mémoires* of Kheireddine who also was a great enlightened minister. Afterward, we will see how this discourse moved on in the world of the literate ones through *The liberal spirit of the Coran* of Ettealbi, a zeitounian cheikh.

We will aimwith this studyto discover some of the fundamental texts that came from this heterogenous reception, which is, in our opinion, the right tool to measure how the muslim world and more specifically the great cheikhs of the Zeitouna reacted to the question of the women's rights, how their speeches have evolved through time and above all, how did they use the religious texts in order to support their theories. The women's rights question has evolved to affect more and more fields until it reached the four true and great women's conditions issues, which are: education, inheritance, wedding (liberty of choice, polygamy and divorce) and maybe the most thorny one, the veil since it has pushed her away of the public space, led to her objectivation, to her physical and moral imprisonment, and forbad her to get her citizen's status.

Keywords: Communication, political discourse, religious discourse, woman, interpretation, Coran's lecture, modernity, Tunisia

MISUNDERSTANDING: A FACT OF LANGUAGE OR OF SPEECH?

Lilia Beltaïef, Higher Institute of Languages of Tunis (ISLT)- University of Carthage, Tunis, Tunisia, e-mail: liliatn2013@gmail.com

Abstract. We might well say that the primary vocation of language is communication and that language is above all the tool that we, speakers, use to ensure this communication and the interaction with others, we only have to observe closely our speeches and our acts of communication to realize that we are not always

able to communicate our thoughts to another, and / or that we do not always want to d 'interact with him.

Indeed, human conversation has never been perfect, and for good reason: the interlocutors are not perfect. Their linguistic, encyclopedic and communication skills and performances vary. And that's totally normal. Because everyone has their own way of thinking, of expressing themselves and of transmitting to others the depth of their thoughts, or at least what they want to reveal.

Indeed, clarity and precision, for example, are not our strongest assets. And H. P. Grice may think and say that the communicative act is based on the principle of cooperation, to talk about this desire to understand each other, speakers are not always really cooperative.

So Grice conception is certainly idealized since misunderstandings are an integral part of our daily communication. Theese 'trouble' of language result from poor communication and / or an erroneous or abusive interpretation , an act that can be influenced by several factors: linguistic, psychological, cultural, social ... Speakers do not always respect the rules or the principles that govern conversational acts, because they ignore them or perhaps also they do not want to comply with such procedures.

But, when we speak about misunderstanding, sometimes, we cannot help wondering whether it might not exist in speakers whose speeches are often focused on misunderstanding, a pleasure in playing with words and in obscuring their thoughts to cover them up and to prevent others from reaching them. Could misunderstanding be just a phenomenon inherent in human language, which is not perfect and whose sign is characterized by incompleteness? Or such 'language disorders', like the misunderstanding, would rather be an error, intended or not, of speech interpretation?

Keywords: communication, speech, misunderstanding

POETICS & HERMENEUTICS OF FEAR AND RESISTANCE IN UNCERTAIN TIMES

Bootheina Majoul, Higher Institute of Languages of Tunis (ISLT- University of Carthage), Tunis, Tunisia, e-mail: bootheina.majoul@islt.u-carthage.tn

"*Literature is the most agreeable way of ignoring life*"
(Fernando Pessoa)
"*To survive, you must tell stories*"
(Umberto Eco)
"*The book creates meaning; the meaning creates life*"
(Roland Barthes)

Abstract. Literature is crucial to life; it allows us to tell our stories and survive through them (Eco). The text becomes thus the receptacle and depository of our own fears, hopes and interpretation of life. We need literature to give sense and essence to our humanity. When the disease puts us face to face with our own frailty, the text

allows us to excavate our deepest worries and survive through the possibilities offered by words and the eternity of the written text.

In times of uncertainty, the text becomes a safe space, a third space and the mirror of the soul (spectral mirror) that reflects our own fears and paves the way for new selves to emerge and thus allows meaning to happen.

This paper aims to examine the role of literature in time of world pandemics and to read through selected texts classified as Literature of Pandemic. From the plague to the coronavirus, writers came to be interested in the very notion of disease and finitude of humans. My focus will be on a selection of literary contributions that attempted to enter the unknown universe of death, as the ultimate and sole Truth.

Fiction, faction, sci-fi, amongst other genres were written to warn the world about the future. Many writers were visionary like Doris Lessing in *Shikasta*; they used their texts as pretext to shake and shock humans about the way they were destroying their own existence. Lately, Slavoj Zizek issued *Pan(dem)ic* and attempted to understand this new "touch me not" syndrome. Homi Bhabha calls us "The Unprepared". "We are all in the same boat now" (Zizek) and it is high time we cogitate about our very existence and think about these 'Epidemics and Pandemics and their impacts on human history' (Hays). Amongst the most important contributions to the field is McNeill's *Plagues and Peoples*.

Keywords: Literature, Pandemic, Faction, Resistance, Survival, Truth

THE PROBLEMS OF TRANSLATING AND INTERPRETATING JOURNALISTIC TEXTS OF MASS MEDIAFROM ARABIC INTO RUSSIAN

Mounira Khribiche, Higher Institute of Languages of Tunis (ISLT- University of Carthage), Tunis, Tunisia, e-mail: 21655566420@yandex.ru

Abstract. In the last years, the Russian state and private media has written regularly about the Arab world and covered events related to it. The various information and materials provided by the Russian media about Arab countries have contributed to forming the image of the modern Arab world in Russia. These materials and information have been collected by news agencies with the help of a translator who is supposed to be able to provide accurate and objective translation from Arabic to Russian.

Translator acts as intermediaries between cultures. They are expected to have sufficient knowledge, professional skills, and the ability to translate and interpret correctly a journalistic text without changing the original meaning. When tackling the issue of translating media texts, it is important to note that accuracy and reliability are very important to ensure an objective description and honest display of events and facts.

The translation of journalistic texts must convey a literal and precise meaning in order to avoid intrusion of the translator's "worldview", his personal understanding of journalistic texts, and his ideological and cultural beliefs into the act of translation itself. He or she is expected to transmit the informational and emotional content of

media texts without any influence that might interfere in the perception of the text by the translation's receiver.

To ensure the accuracy and objectivity of interpretation it is necessary to interpret the original text in Arabic in order to reveal all the cultural signs, and also add comments and explanations to facilitate the understanding of the text by the Russian receiver.

In the act of translation, cultural signs are transferred from an original text to another socio-cultural and linguistic environment. A peculiar dialogue of cultures occurs creating a framework of communication between the cultural meaning embedded in the original text and the new cultural context to which the text is transferred. The translator can face difficulties related to transmitting cultural signs, like the absence of an equivalent to the word in the language of translation, or related to the nature of the translated subject itself and to the reality it evokes such as subjects dealing with national and historical characteristics. These gaps in translation can be a serious obstacle to establishing an understanding between different cultures based on intercultural communication.

The translator can have resort to various practices to overcome the difficulties created by the specific national and linguistic differences of the contacting cultures. He or she must reveal and explain all cultural signs and lacunae that are foreign to the language of the recipient.

In this paper I intend to analyze the implications and ramifications of mistranslating the word "Shaheed, a loan-word taken from the Arabic language, in Russian journalistic texts using as reference the dictionaries of Russian language that propose both a negative and a positive meaning of "Shaheed."

Keywords: translation, Arabic, Russian, objectivity

THE FRENCH TESTAMENT BY ANDRE MAKIN, OR THE ART OF EQUIVOCATION

Selila Mejri, Higher Institute of Languages of Tunis (ISLT- University of Carthage), Tunis, Tunisia, e-mail: selilamejri@yahoo.fr

Abstract. This bildungsroman, or novel of initiation, is written by the Franco-Russian author André Makine in which he recounts the story of Charlotte, a woman of French origin, who emigrated to Siberia with her mother in the interwar period between the two World wars. Taking a walk down memory lane, she describes Paris, the city where she spent her childhood, to her grandson Aliocha. In her mind's eyes, Paris was a place of gastronomical refinement and literary profusion which she memorized through books, poems, press clippings and photos neatly stored in a suitcase she paradoxically called the "Siberian suitcase". Each and every item in the suitcase carries a memory, but which one is it? Is it that of the native culture or the adopted one?

This abstract underlines the outline of my paper which is guided by the following rationale. First, I intend to study the representation of these sign objects while accentuating their equivocation manifested both in the book's title and body. My

objective is to examine whether this testament which calls itself French is genuinely French, or is it merely a Russian testament? Second, I will look for what is at the origin of this equivocation which is perceived here as an expression of a two-way thought susceptible to double interpretation. The equivocation differs from ambiguity because it is a voluntary act. It is a contrapuntal writing made of overlapping and echoing narratives that have triggered a textual polyphony, the very one that will lead us to accept more the "Russian testament" and to discover a section of the history of Russia: its language, its customs and traditions, its dramas, not to mention the drama of the narrator who never knew his mother. By referring to the hermeneutical triad of H-P Jauss, I will try to analyze this equivocal text and writing using three axes. In the first one, I will show how the interweaving of intrigues and themes like peace/ war; love / rape; Belle Époque / communism etc. has placed the narrative under a pattern of repetition. The second axis highlights the superposition of places and the mixing of eras until they coincidentally meet (Paris / Saranza; Seine / Volga; Occident / Orient). The last axis dwells on the ventures of doubling the Subject in the two languages and the two cultures.

These three levels allow this Testament to be read as a celebration of Charlotte, the woman-mentor, the incarnation, at the same time, of the Memory of French Literature, the Belle Époque, October Revolution of 1917 and of the narrator's mother's drama. My examination of the text will accentuate the act of testamentary of a Russian emigrant who expresses her last wish of not to forget the Russia she left.

Keywords: Intertextuality, Equivocal, Counterpoint, Memory, oblivion

THE TRANSFER OF MEANING: THE ILLUSION OF COMMUNICATION - A CASE STUDY

Sondos Krouna, Higher Institute of Languages of Tunis (ISLT- University of Carthage), Tunis, Tunisia, e-mail: sondos.k76@gmail.com

Abstract. Communication is a basic human need that has gained much more significance especially with the profound impact the technological revolution has had on means of communication. We are transferring meaning between each other and processing information at the micro level in interpersonal communication as well as at the macro level in intercultural and intergenerational communication without being aware of the communication illusion or miscommunication that usually occurs in discourse.

This paper analyzes how every transfer of meaning by different symbols (verbal/nonverbal) in our everyday communication contexts is illusive and unable to establish a complete communication. As it highlights the importance of being aware of such a phenomenon and its effects on the way we interpret and construct knowledge, attitudes, and ideologies. This hypothesis has been developed in neuro-linguistic studies and its importance is shown in critical discourse studies especially

those based on the socio-cognitive approach through the notions of "mental models" and "social cognition" (Van Dijk, 1993, 2016).

The first part of this paper presents how neuroscientists and some cognitive linguists have argued the idea of the "illusion" of communication.

In the second part, this phenomenon is studied in public communication contexts such as media and political discourses. For this purpose, we chose to analyze two slogans of the two final candidates in the second round of the last presidential election in Tunisia (2019).

As a result of this critical analysis based on the socio-cognitive approach, we found that these slogans could be interpreted in many different ways because of differences in mental models of the addresses about their linguistic meaning and their context. Even though politicians and their consultants that are experts in communication tried to transfer their political message through different discursive strategies, they usually failed to accomplish their mission. This could be explained by the fact the ideal communication and transfer of meaning between people is in fact a myth. In the process of interpretation, we are constructing and reconstructing meaning continuously according to the different perspectives and goals of the speaker/writer and the listener/reader.

Keywords: miscommunication, interpretation, mental model, political discourse

METAPHOR IN EQUIRHYTHMIC POETIC TRANSLATION: OBSTACLE OR OPPORTUNITY?

Irina Shabalova[1,2], [1]Peoples' Friendship University of Russia (RUDN University) Moscow, Russia, [2]Russian New University (RosNOU), Moscow, Russia
[1]e-mail: information@rudn.ru
[2]e-mail: humanities@rosnou.ru

Abstract. The present article analyses ways of treating metaphor as an indispensable element of imagery in poetic translation. The objective of the article is to determine the fine line between crucially deforming or diluting the initial image and deliberately transforming it with a view to finding a more convincing way to transmit it to the target reader, even if the latter approach involves resorting to different imagery.

The main sources of the present article are examples of equirhythmic translation (Russian-French language pair: excerpts from poems by V. Mayakovsky, N. Gumilev, B. Okudjava and other Russian poetic texts), in which the poetic translator is not only compelled to convey the meaning and create the rhyme, but also has to adjust the length of the verse and the rhythm accordingly. This type of translation better than any enables the target audience to perceive the spirit and the melody of the source language, yet imposes a range of restrictions on the translator, which provides us with a number of curious cases where rhythm and rhyme imperatives often render impossible translation solutions that closely reflect the original text. In these cases, metaphor can be viewed either as an invincible obstacle, coercing the translator to preserve all its components, or as a portal, enabling the translator to fit

the verse into the rhythm by deviating from the initial poetic image, yet hitting the aimed-at target, by means of analysing the desirable ultimate poetic effect.

The main research methods include experimental techniques, since the majority of the cases are provided by the author of the present article, comparative analysis of imagery found in the matching source language and target language excerpts, qualitative case study which guides us to elicit possible ways to address complicated metaphor problems that poetic translation offers and exclude the defective solutions. The article puts forward an approach to treating poetic figures such as metaphor, showing which imagery elements can be sacrificed in the translation and which ought to be regarded as focal points in order to better achieve the transmission of the ultimate poetic effect to the target culture.

TRACK 2 (Zoom)
SESSION 6
(16.20-17.50)

LINGUISTIC AND CULTURAL ASPECTS OF TRANSLATION

Organizer&Chair: Enrique F. Quero Gervilla, University of Granada (Spain), e-mail: efquero@ugr.es
Moderator: Natalia S. Erokhova, Institute of Foreign Languages, RUDN University (Russia), e-mail: erokhova-ns@rudn.ru

USING FOREIGN LANGUAGE TEACHING APPROACHES FOR TRANSLATION TRAINING IN THE RUSSIAN-SPANISH CLASSROOM

Álvaro Marín García[1], Benamí Barros García[2]
[1]University of Valladolid, Valladolid, Spain
[2]University of Granada, Granada, Spain
[1]e-mail: alvaro.marin.garcia@uva.es
[2]e-mail: bbarros@ugr.es

Abstract. Translation and Interpreting scholars have modelled translation skills development from different perspectives (PACTE 2005, Göpferich 2008, Muñoz 2014, Kiraly 2015). These models of translation competence, which describe cognitive processes and developmental stages in translation training, assume linguistic and intercultural skills as prerequisites to engage in successful translation practice. However, it is often the case that students enrolling in Translation and Interpreting degrees have not yet developed second language skills that would allow them to acquire translation expertise. This is the case for Russian translation trainees in Spain. In this context, translation practice in the classroom is constrained to the point of being oriented towards FLA rather than language mediation proper.

In the present paper we discuss this question in the context of a Russian-Spanish translation classroom from the perspective of translation training based on existing models of translation competence/expertise and illustrate the discussion with examples drawn from actual classroom experience at the University of Granada. This article puts forward a proposal to address low second language levels in the Russian-Spanish translation classroom and, importantly, how to have learners relate to *realia* or real-like texts and procedures that reproduce the actual translation workplace. The goal is to revisit the concept of translation in language teaching (TILT) (Cook 2010) and to explore how to best implement it in the Russian-Speanish translation classroom.

We argue that the identified learning needs can be better served by the implementation of FLA-based translation tasks. It is a widely accepted fact that

translators are not always perfectly balanced bilinguals, but cross-linguistic mediators specialized in concrete communicative domains and events. Therefore, applying language acquisition tasks at the interface with translation as a way to enhance linguistic skills offers the double benefit of helping trainees acquire translation expertise and improving their second language skills. The examples provided and the activities posed seem to indicate open models of translation competence based on socio-constructivist frameworks fit actual classroom practice better than more static models featuring competences as "must haves"; they also stress the importance of translation as a tool facilitating FLA. From this viewpoint we advocate the use of the pedagogical translation model (for a review: Carreres & Noriega-Sánchez 2019) in the Russian-Spanish translation classroom inorder to compensate lack of linguistic fluency and improve learning.

Keywords: Translation training; Foreign language acquisition; Russian-Spanish translation classroom

TEACHING "ESPAÑOL PARA INMIGRANTES" IN THE MODERN INTERCULTURAL COMMUNICATION: RECENT INITIATIVES

Marina M. Raevskaya, Lomonosov State University, Moscow, Russia,
e-mail: mraevskaya@gmail.com

Abstract. Nowadays, Spanish is generally recognized as one of the most widely-taught foreign languages in the international sphere of education due to its role in practical professional implementation and the weight of cultural and scientific knowledge. However, there is a growing need to adapt the educational environment in Spanish to the modern economic and social context by introducing innovations in the pedagogical process.

Mass immigration, the world community (primarily in Europe and the USA) faced in the last decade of the 21st century, has created new social and ethnic configurations becoming a permanent reality for many countries, including Spain. This situation required a reviewing of language and educational policies, not only in legislation and administration, but also in the teaching and learning Spanish as obligatory precondition for integration into a new society and for access to the labor market.

The aim of the paper is to provide an overview of the initiatives realized by the Spanish linguodidactic community and aimed at improving the teaching methodology of ELE for immigrants. In order to carry out the study, descriptive, analytical and deductive methods (based on current media materials) have been used. The authors discuss socio-cultural and age characteristics of immigrant audience, the type and volume of competencies formed (including intercultural empathy), educational technologies and specific methods of training, thematic content of programs,   etc.

In addition, the problem of special training of the Spanish language teachers for immigrants in various educational formats has been discussed: from students receiving higher education to primary, secondary and additional education (language support classes). Teachers can also use the Todoele.net internet platform, which contains the most extensive and up-to-date information on the topic.

The journal Lengua y migración (Language and migration), founded by the Department of Philology, Communication and Documentation of the University of Alcalá (Madrid), has been tracking the new linguistic and communicative reality in the migration dimension since 2009.

At the last VIII International Congress of the Spanish Language (CILE, 2019), one more area was added to the traditional themes of language policy, linguistic variability and intercultural dialogue - didactics of the Spanish language for immigrants.

MAIN PARTICULARITIES OF CONTEMPORARY WOMEN'S PROSE TRANSLATION FROM SPANISH INTO RUSSIAN

Tamara Gorozhankina[1], Pavlo Marynenko[2], Tatjana Portnova[3]

[1, 2, 3]University of Granada, Granada, Spain

[1]e-mail: gorozhankina@correo.ugr.es

[2]e-mail: marynenko@yahoo.com

[3]e-mail: tportnova@ugr.es

Abstract. The research topic entailes the detailed analysis of the features of translation from Spanish into Russian of women's prose, using as an example the stories of a contemporary Spanish writer E. Cámara. Translation is a connection of two languages and two cultures, which is accompanied by a great number of difficulties arising as a result of a mismatch of different linguistic pictures of the world of the languages involved. When translating works in prose, a wide range of techniques and strategies are actively applied since almost all the means of language are required in literary texts. Spanish and Russian languages are characterized by an abundance of rich grammatical structures, and a variety of vocabulary and stylistic means. In literary translation, the translator needs to have a high level of a linguistic competence in both languages, an ability to compare them and apply the best tools to transmit the meaning, achieving a maximum understanding in the eye of a reader. Pre-verbal work on a literary text plays an important role in the process of translation. This study is focused on the description and analysis of the techniques used for translating non-equivalent vocabulary as phraseological units, realities, toponyms and ways to overcome the difficulties associated with them. Non-equivalent vocabulary gives us an opportunity to discover national and historical peculiarities and should cause a similar impression, an illusion of a national cultural-specific atmosphere in a foreign-language reader. On the other hand, a special attention has also been paid to the translation of the play on words, metaphors and comparisons. One of the purposes of the literary translation is to maintain and transmit a creative and individual style of the author. Therefore, the methods of preserving the author's style are recommended for this kind of translation in order to familiarize readers with the peculiarities of Spanish culture and transfer its originality and diversity. Keeping close as much as possible to the original text, some strategies are being developed to convey the peculiarities of the culture and the same

impression that the original text makes on its reader. An analysis of the translation of contemporary women's prose from Russian into Spanish could provide a good starting point for further research.

Keywords: Literary Translation, Women´s Prose, Russian, Spanish

SUBTITLING AS AN OPPORTUNITY TO DEVELOP TRANSLATING SKILLS IN RUSSIAN-SPANISH TRANSLATION TRAINING

María Teresa Megía Céspedes, University of Granada, Granada, Spain, e-mail: cnsg1277@gmail.com

Abstract. Subtitling is one of the practices within the discipline of Translation Studies that is gaining more visibility because of the rise in audiovisual materials, especially with the widespread of digital entertainment platforms. The audiovisual production we are consuming is conceived as powerful tools to spread cultures. Nowadays, rather than a cultural unification, globalization encourages the coappearance of different identities and idiosyncrasies. That is why subtitling is a challenging process that engages more than just transferring from spoken to written language and accommodating it in a very restricted space and time frame on screen. Subtitling, apart from having a knowledge of technical parameters, involves adapting cultural references to a different culture in a different language without any explanation whatsoever (foot-notes, asterisks, asides). As a consequence of these limitations, it is up to the subtitler's decision to either translate the cultural references or leave them untranslated, not only because they may have become generally recognized but also because they can make the realization of the technical process impossible. Therefore, scientific literature has proved subtitling to be a task of huge potential in translation training and in foreign language teaching, improving the level of use of languages, both native and foreign, not only because it puts into practice the methodology and strategies acquired, but also because it allows students to work from a more dynamic and active perspective. Through subtitling, students approach both professional reality and the reality of the language, exploring the interactions that are established between language and culture in a real and current context.

This article seeks to address the importance of developing translating and intercultural skills in order to tackle the difficulties that arise during the subtitling process, such as adapting cultural references among others, and to achieve a final product that fits in the target culture. For this purpose, our talk will based upon some examples taken from the Russian film *Van Gogui* (Sergey Livnev, 2018) that we have previously translated into Spanish. These examples will help us to have a better understanding of the potential and value of subtitling in translation training as well as in teaching foreign languages.

Keywords: audiovisual translation; subtitling; Russian; Spanish; translating skills; intercultural skills; Russian-Spanish translation

TEACHABILITY AND COMPREHENSION OF DIATOPIC PHRASEOLOGICAL VARIETY IN CASTILIAN AND LATIN AMERICAN SPANISH

Marina Vorobiova Munguía[1], Pablo Ramírez Rodríguez[2]

[1]Peoples´ Friendship University of Russia, Moscow, Russia/USA

[2]Peoples´ Friendship University of Russia, Moscow, Russia/Spain

[1]e-mail: marinavb33@yahoo.com

[2]e-mail: pabloatanasev@gmail.com

Abstract. In this paper are given the peculiarities of phraseological units in Castilian and Latin American Spanish, which represent national variants of culture norms and traditions. Each continent and country has its own linguistic preferences when it comes to forming fixed and idiomatic combinations, giving rise to the well-known expressions of restricted use in a specific country or region.Fixation is considered an essential property of phraseological units and not all units are absolutely invariable in all contexts, there are different degrees and types of variation. In the creation of variants, linguistic phenomena of a diatopic and diastatic character that give rise to an immense wealth of phraseological diversity spread throughout all Spanish-speaking countries. The diatopic variety of phraseology in the Spanish-speaking world highlights the richness and diversity of Spanish language. Phraseological variation is a broad term in which both variants and modifications coexist. A modification places us in front of similar phraseological units in their composition and they have the characteristic of manipulation and intentionality of the speaker, frequently through irony, to achieve an effect, a slightly different meaning, or diametrically opposite, or with different connotations from the usual ones. The diversity of Spanish spoken in different Spanish-speaking countries is appreciated fundamentally in the field of lexicon, referring to simple forms and offering examples of these almost exclusively. This lexical diversity is due, to a great extent, to the indigenous languages of each region and their coexistence with Spanish. Speaking particularly of the phraseology of the countries that share Spanish, the history, literature, folklore and culture of each country have had an essential mark. The diversity, richness and expressiveness of the phraseology used by the different Spanish-speaking communities is illustrated in this paper.

The current article discusses metaphors of everyday life, shows examples of diatopic variations and the preferences of each community, so that the expression is fixed in the discourse. The richness that phraseological diversity brings to Spanish language the fundamental reason to consider these contents in teaching Spanish as a foreign language, since the idiomatic discourse is loaded with expressiveness and linguistic creativity, with popular knowledge, history and tradition. Given its geographical extension, Spanish today presents an important phraseological variation. Teaching of phraseology is a content that can be brought to Spanish learning classroom all over the world, and especially in the United States, due to its proximity to Hispanic countries.

Keywords: fixation, phraseological variety, diatopic variation, context, locutions

NATIONAL AND CULTURAL IDENTITY OF THE URUGUAYAN NATIONAL VARIANT OF THE SPANISH LANGUAGE

Vyacheslav V. Tkachev, Peoples' Friendship University of Russia (RUDN University), Moscow, Russia, e-mail: 1042190184@rudn.ru

Abstract. Studies on the problems of Spanish variability have become extremely popular nowadays. The study of the nature and causes of differentiation in Spanish-American speech is an essential Spanish dialectology task.

Usually, one talks about Argentine Spanish as "rioplatense", an adjective that takes it name from the areas adjacent to the River Plate. However, this is a mistake, as the River Plate also forms part of Uruguayan territory. Therefore, when speaking of rioplatense Spanish, one refers to the idioms that are typically used in Argentina as in Uruguay, two brother countries as far as customs and traditions are concerned.

The differences between each variant are negligible and are indistinguishable for Spanish speakers from other places. The Uruguayan variant is very similar to the Buenos Aires variant (because of its relationship with the port of Buenos Aires). However, it does have some differences con the latter, and talk of homogeneity does not apply in this case. The same applies to the Spanish spoken in Buenos Aires and spoken in Patagonia, which sound practically the same but have slight underlying differences.

The manuscript analyzes the history of the Spanish language formation in Uruguay as the Uruguayan national variant of the Spanish language, differences from "Pyrenean Spanish," and the influence of factors on the language. The article also clarifies the phonetic, lexical, and grammatical features of the language. Special attention is paid to the absence of the 2nd person plural personal pronoun "vosotros", which is the key difference between the Uruguayan national variant of Spanish and other Spanish variants.

Our research has shown that the Latin American version of the Spanish language's uniqueness lies in the ability to maintain its authenticity in the multilingual environment of Latin America, keep and transmit cultural realities from generation to generation. And, at the same time, develop with modern trends in unison. The nature of the Latin American variant determines its identity. It opens up prospects for further comparative studies of the Spanish language's geographical features at different levels of the system.

Keywords: Uruguayan national variant of the Spanish language, Spanish, phonetic, grammatical, Portuñol

PHENOMENOLOGICAL ASPECTS OF DISCOURSE ANALYSIS FOR INTERPRETER TRAINING

Marklen E. Konurbaev[1],[2],

[1]Financial University under the Government of the Russian Federation,

[1]Lomonosov Moscow State University, Moscow, Russia, e-mail: MEKonurbaev@fa.ru

Abstract. Discourse is a complex functional essence implying a multiaspect analysis for the purposes of interpreter training in high schools. It includes a variety of aspects that are indispensable for achieving excellent understanding of the speaker's intention and its further rendering by an interpreter during forums and conferences. The old-school analysis is focused mainly on the aspects that were thoroughly explored by the world linguistics, including semantics, syntactic analysis, lexical-phraseological analysis, analysis in terms of functional perspective, and so on. The 21st century gave rise to a scope of other communicatively valid approaches in the study of language as a tool of interpersonal communication. Intercultural studies are unthinkable without a thorough linguistic basis and also, beyond that, cultural and anthropological investigations, and – very recently – phenomenological studies, that imply the research of speech perception in the first-person perspective, which includes the analysis of such notions as 'linguistic personality', 'individual worldview', emotional and intellectual experience. Without this research, the proper understanding of discourse in the modern context cannot be reached and discourse will hardly be rendered adequately in another language without these new considerations.

Phenomenology is a relatively new discipline that appeared and actively developed soon after World War II. It was initiated by Edward Husserl and largely contributed by Martin Heidegger, Eugen Fink at others. However, this discipline remained long within the premises of philosophy, leaving aside the practical aspects of linguistics, leaving this territory almost exclusively to phonetics, acoustics and psychology, which could hardly provide any practical advice and instruction from the point of view of speech perception to translators and interpreters.

Discourse analysis from the phenomenological point of view reveals a wide area of aspects that were previously disregarded, the center of them being the question about how individual's experience contributes to the holistic understanding of the message, that could be further rendered by a translator or an interpreter. This research formalizes this analysis and works out a system of algorithms that could be profitably used in interpreter courses in universities and colleges and also in machine learning for the purposes of further upgrading the existing speech recognition systems.

Keywords: Discourse analysis, phenomenology of speech, adaptive learning, translation, interpreting, teaching techniques

INTRODUCING TRANSLATION TECHNOLOGIES INTO AN ALL-UNIVERSITY ELECTIVE COURSE

Aleksandra Epimakhova[1], Elena Kokanova[2], Maxim Berendyaev[3], Nikolay Kulikov[4]

[1,2,3,4]Northern (Arctic) Federal University, Arkhangelsk, Russia
[1]e-mail: a.epimahova@narfu.ru

[2]e-mail: e.s.kokanova@narfu.ru
[3]e-mail: m.berendyaev@narfu.ru
[4]e-mail: n.kulikov@narfu.ru

Abstract. The paper presents the experience of the Department of Translation Technology and Practice at AKM-WEST (Northern (Arctic) Federal University, Arkhangelsk, Russia) in elaborating and implementing an all-university elective course "Technologies in Technical Translation" which replaced the traditional "Technical Translation" course for students of non-linguistic professional fields (engineering, natural science, humanities, etc.). While teaching translation technologies to students in linguistics has become a widely discussed issue, this approach is new concerning other programs. However, these students can also use some translation tools for their academic and professional development. At the same time, they often have insufficient level of linguistic competence and the habit of using machine translation (MT) inefficiently. They cannot often use search engines and online dictionaries for technical translation purposes correctly. They can hardly evaluate the translation quality or acceptability of an information resource. Thus, these students need a different approach that would give them a better understanding of the technical translation process in general and help them acquire technical skills for using MT engines and CAT systems correctly. The ability of using other computer programs and applications for linguistic purposes also contributes to their professional development. The course consists of three parts: "Technical Translation for Professional Activities", "Efficient Use of Translation Technology", and "Technical Translation of Professional Texts". Special attention is paid to MT. The students can use some MT and CAT-tools with integrated MT. They can try to evaluate the quality of English-Russian MT. The students can observe typical mistakes of MT from English into Russian and try to cope with them. The translation between English and Russian is extremely difficult for the students of non-linguistic professional fields. The linguistic features are distinguished and the lexical composition and grammatical structure of English are often more complicated for these students. The efficiency of this course is evaluated with the help of the enquiries (the questionnaires filled by the students at the beginning and at the end of the course), and the feedback which is encouraged in lectures and practical training. This elective course being an innovation for NArFU, the long-term assessment is also previewed for these students' further studies.
Keywords: technical translation, translation tools, translation technologies, elective course, translation training

TRACK 2 (Zoom)
SESSION 7
(18.00-19.30)

TEACHING RUSSIAN AT THE US UNIVERSITIES IN THE TIME OF PANDEMIC

Organizer: Oksana Willis, Bucknell University, Lewisburg, Pennsylvania (USA), e-mail: ow003@bucknell.edu
Chair: Paulina De Santis, Defense Language Institute Foreign Language Center Monterey, CA (USA), e-mail: paulina.desantis@dliflc.edu
Moderator: Natalia S. Erokhova, Institute of Foreign Languages, RUDN University (Russia), e-mail: erokhova-ns@rudn.ru

THEORETICAL FRAMEWORK FOR NEW TEACHING METHODS AND APPROACHES DURING THE PANDEMIC

Paulina De Santis, Defense Language Institute Foreign Language Center
Monterey, CA, USA, e-mail: paulina.desantis@dliflc.edu

Abstract. When the COVID-19 global pandemic impacted the United States, along with the rest of the world, DLIFLC as well as most of the US universities urgently switched to online teaching to prevent the spread of coronavirus among students and faculty. At this time of the global crisis, Continuing Education Distance Learning program (CE-DL) at DLIFLC has been already providing flexible and effective student-centered post-basic Russian as a foreign language instruction via technology-mediated learner-management systems, specifically Adobe Connect and Microsoft Teams.

During this interactive session, the presenter will provide a theoretical framework for virtual or e-learning foreign language teaching methods and approaches. The presenter will start with discussing the main characteristics of three basic e-learning environments: virtual, blended and mobile. Virtual learning environment is operationalized as a range of web-based applications that provide foreign language teachers and learners with information, tools, and resources to support and enhance foreign language teaching while blended learning is operationalized as an approach to foreign language teaching and learning that combines online educational materials and opportunities for interaction online with off-line methods and techniques rooted in face-to-face classroom teaching. The presenter will focus on blended learning environments which include synchronous and asynchronous instruction for both synchronous class time and asynchronous individual or group study sessions and discuss the ways she has been utilizing it in her virtual Russian classroom over the last nine months. She will also share the ways of integrating mobile learning

environments for students and instructors to ensure that the learning process goes uninterrupted and smooth regardless of the physical location of the instructor or the students. The participants will get insights into how synchronous and asynchronous foreign language instruction can enhance student learning. They will also discuss the role of both instructors and learners in virtual learning environment, strategies for success, and the key challenges of on-line learning, such as how to incorporate flexibility, stimulate interaction, and foster an affective learning climate. This presentation will serve as a starting point for the succeeding presentations on virtual cultural immersion, evaluation and assessment, and course materials with the focus on online interaction and collaboration, as well as the use of the cutting-edge mobile technology.

Keywords: theoretical framework virtual language teaching

GROUP WORK ORGANIZING IN THE ONLINE ENVIRONMENT

Ekaterina V. Burvikova, University of New Hampshire, Durham, USA,
e-mail: evv9@unh.edu

Abstract. The transition to online mode raised the issues of organizing efficient and well-coordinated work within the group, collaborations between students, as well as techniques to keep students motivated in the new circumstances.

Before the start of the quarantine, these mentioned questions were just as relevant, since they are taken into account when planning curricula and lesson. But the new online reality has made instructors think and reorganize the activities for students to preserve the effect of the teacher's presence in the absence of direct classroom contact, to increase the efficiency of each lesson in indirect learning and to get the planned results by the end of the semester.

One of the main functions of classes in Russian as a foreign language is social communication, as well as the consolidation of language experience through social interaction. Thanks to one of the main, and popular, features of the Zoom platform used at the University of New Hampshire,breakout rooms, group interaction was easily supported by different technology and pedagogical techniques.

The presentation proposes several types of effective practices aimed at inclusion, interaction and retention of interest in Russian language among students of different levels (A1, A2 and B1) during synchronous classes for two months.

The presentation examines types of group work for warming up, the main part of the lesson and control of speech production. Particular attention is paid to design, presentation and discussion work as the leading clusters to control the process of vocabulary and grammar acquisition, understanding of Russian culture, society and the problems discussed in the topics presented to and by students. This work is based on the principle of developing linguistic and communicative autonomy of students (gradual release of responsibility), as well as the development of independence in search, developing and presenting problems in the language they are learning.

As pedagogy specialists have repeatedly noted, the experience of an emergency, unplanned transition to online teaching is different from a carefully planned online distance course.

The presentation reflects on the understanding of the spring experience, which served as the foundation for building a new trajectory for teaching groups of students in the fall of 2020.

Keywords: group work, collaboration, maintaining motivation, online environment

VIRTUAL STUDY ABROAD: EDUCATIONAL TECHNOLOGIES IN PANDEMIC

Snezhana Zheltoukhova, Stetson University, DeLand, USA,
e-mail: szheltoukhova@stetson.edu

Abstract. In light of growing opportunities for prolonged intercultural communication both inside and outside one's home country and prospects of study/work in different cultural environments, language programs are placing increased emphasis on competencies that prepare students for global citizenship. *World-Readiness Standards for Learning Languages* stress the importance of integrating cultural knowledge into the curriculum with a focus not merely on accumulating a variety of culture-specific facts, but rather on understanding values and beliefs as a matrix for all cultural practices and products, as well as on the ability to communicate with cultural competence. With study abroad remaining one of the most preferable approaches to students' intercultural competence growth among post-secondary institutions (Deardorff, 2006; Berdan, 2015), it is important to use all the available resources including the local Russian language community, to equip students for their future ventures, especially in the current times of pandemic, when face-to-face contacts are limited. While universities and colleges oftentimes fail to provide help in gaining the necessary intercultural skills for students in order to make the most of their time abroad, the solution for the problem will be the strengthening of a global-education curriculum and incorporating cutting-edge technologies and approaches into study abroad preparation program. In this presentation, I will talk about ways technology might be engaged in the process of preparing first and second year students for a short-term study abroad immersion experience. The preparatory stage allows students to immerse in the target culture and create interpersonal connections with peers for a more engaging and productive experience in Russian-speaking countries. Particularly, I will introduce two pilot projects, one of which is a ten-lesson online learning course that will help students to be successful early in their interactions in a predominantly Russian-speaking country, which in its turn would boost their confidence to pursue their plans and succeed in social as well as linguistic progress during their study abroad. The second project aims at creating social connections that would facilitate the process of second language socialization (Duff, 2007) for the students. Practical ideas implemented in both projects might be applied in any world language classroom regardless of the course level or focus, while successful task examples aim to inspire educators to further embrace technology use in their practices.

Keywords: study abroad, language-teaching technology

ASSESSMENT IN A VIRTUAL LANGUAGE CLASSROOM: CHALLENGES AND CHALLENGES

Izolda Savenkova, Dickinson College, Carlisle (PA), USA, e-mail: savenkoi@dickinson.edu

Abstract. Assessment and tracking of student progress have always been the focus of all educators' attention. Formative and summative kinds of assessment are essential components of language pedagogy as well. Although language instructors are consistently searching for innovative ways of effectively integrating assessment forms into the learning cycle, students frequently associate an assessment process with strong negative feelings as fear, anxiety, and stress (Vaughan, Cleveland-Innes, & Garrison, 2013, p. 81). The COVID-19 pandemic has only increased students' concerns and alienated many teachers from the idea of smoothly integrating assessment into the curriculum. It is fair to say that many students are more focused on getting a good grade than on the entire learning process. Assessment in an online context adds an extra level of complexity for our students, especially in terms of the current circumstances of COVID-19, when anxiety and stress are unavoidable. The long period of remote and online learning has raised many questions that caused debates among language instructors and educators in general. How to assess students' work in online settings? Is it the same or different? How best to conduct assessment activities and make them accessible and less stressful for students and educators? In addition to all of these questions, language instructors have actively started discussing possible ways to prevent cheating during tests and other assessment forms. Many language educators across the USA have focused on redesigning their syllabus and curricula, emphasizing formative assessment, implementing new forms of interaction with students, and replacing previous assignments with group projects and presentations. In this regard, more attention has been paid to productive types of speech activity. There has also been a significant increase in the use of authentic materials in assessment activities to make them more engaging and help students cope with stress.

This work describes the main challenges that many American language educators faced during COVID-19 regarding assessment forms and changes made and applied to teach languages in the new circumstances. According to the recent student surveys, changes in assessment format can be beneficial for language pedagogy and provide educators with innovative ideas to improve the future assessment system.

Keywords: assessment, tests, languages, Russian, formative assessment

SHALL WE TAKE A CHANCE? RUSSIAN THROUGH PUSHKIN AT THE ELEMENTARY LEVEL

Oksana Willis, Bucknell University, Lewisburg, Pennsylvania, USA, e-mail: ow003@bucknell.edu

Abstract. Pushkin permeated the Russian national identity through the 19-century literary canon, which included dozens of lyric and epic poems that were the subject of compulsory memorization, short stories, and fairy tales. The recognition of Pushkin's name grew thanks to official celebrations of the poet's jubilees and

anniversaries of his passing, often marked by the opening of new monuments, memorial plaques, and museums. Pushkin's popularity among the general public widened in response to the commercialization of the poet's memory through the production of "Pushkin" vodka, cigarettes, candies, chocolate, clay busts, etc. Poems, icons, songs, anecdotes, movies, and cartoons dedicated to Pushkin and based on his works, played an important role in the canonization of Pushkin. Every Russian knows that "Pushkin is our everything"; after all, he is the founder of modern Russian and the most recognized cultural icon. Precisely for this reason, it is imperative to teach Pushkin in Russian language programs for foreign students.

The place of literature in foreign language education has been discussed for decades. Researchers agree that literature has a unique way to introduce L2 culture, history, and individual human experiences through its many authentic voices. Also, literature is open to many interpretations, which encourages students to create new meanings and exchange of ideas. Finally, literature represents language in an aesthetically organized and refined form. Euphony and tropes charge the language with emotions and, as a result, improve cognitive learning. In other words, literature provides those intellectual, emotional and social stimuli that are so essential for adult learner motivation. At the same time, teaching language through literature presents some challenges, such as the selection of appropriate texts, assessment of student progress, development of communicative skills, and teacher training. Nevertheless, Russian language programs at many leading universities in the United States use abridged, but not adapted literary texts, as their main authentic reading materials for all levels of proficiency for students of various departments and faculties.

The pandemic forced teachers to review and rebuild their course curricula, develop new materials, adapt to new technologies, change the way literature is discussed in class, and ultimately adjust to a new reality of teaching online. In my paper, I will present my experience in teaching Russian through Pushkin's "The Bronze Horseman" and "The Queen of Spades" at Harvard University and Bucknell University, both online and in person.

Keywords: teaching language through literature, authentic text, elementary level, culture, efferent and aesthetic reading

DISADVANTAGES OF RENDERING RUSSIAN VOCABULARY INTO ENGLISH VIA "GOOGLE TRANSLATE"

Ivan S. Samokhin[1], Irina V. Dzhidzhavadze[2]
[1,2]Peoples' Friendship University of Russia (RUDN University), Moscow, Russia
[1]e-mail: samokhin_is@pfur.ru
[2]e-mail: dzhidzhavadze_iv@pfur.ru

Abstract. The last three decades witnessed the emergence of multiple online services providing machine translation. At the turn of the century the quality of translations was very low. They often could not be used even for familiarization with the general content of the source text. Numerous mistakes in syntax, tenses, articles, government and word meanings made most translations unreadable. The quality of

these services was steadily improving, but the pace of this progress left much to be desired.

Four years ago machine translation reached an entirely new level. In November 2016, Google Translate began to switch to neural translation, based on the analysis of a huge number of examples. The new engine was activated for nine languages: English, Spanish, Chinese, Korean, German, Portuguese, Turkish, French and Japanese. In March 2017, five more languages were added, including Russian. The popularity of Google Translate among Russian people increased significantly, since the service became suitable for introductory or urgent translation and for rendering relatively simple texts. Nevertheless, the quality of neural translation is inferior to the level demonstrated by specialists. This paper examines the errors and inaccuracies caused by the insufficient volume of general and terminological vocabulary in the service's database and incorrect translations of certain words and phrases.

We decided to consider the translation from Russian into English, since Google Translate performs it at a higher level. This allows us to provide more accurate assessment of its current potential. The majority of the selected terms and concepts are related to philology and pedagogy.

It can be stated that the use of neural translation led to significant improvement in the quality of the services provided by Google Translate. Nevertheless, this service still makes mistakes when rendering the following categories of vocabulary: compound terms and concepts; lexical units and phrases that do not have clear equivalents in English; two words with the same English equivalent; abbreviations and nonce words. Besides, Google Translate does not always choose the correct analogue for quite unambiguous and widely used Russian concepts. Therefore, machine translation still needs proofreading, albeit not as much as earlier, before the introduction of neural methods.

Keywords: machine translation, web service, Google Translate, neural translation, vocabulary

GRAPHICAL TEXTS AS A MEANS TO IMPROVE STUDENTS' LISTENING COMPREHENSION SKILLS AT THE RUSSIAN LANGUAGE LESSONS

Olga V. Baranova, Moscow Pedagogical State University, Moscow, Russia
e-mail: russolgavik@yandex.ru

Abstract. This article is devoted to the problem of interpretation and use of graphic models in teaching listening comprehension to academic Russian speech. Methodically well-organized work on sounding texts helps students achieve high *personal, subject* and *metasubject results.* The virtual priorities of modern education impose new demands on learning process in the digital classrooms. One of the most effective means of teaching interpretation and understanding of sounding speech is *Graphical texts,* which are designed to optimize the educational process, to systemize and concise presentation of information.

The relevance of the research lies in the fact that listening is associated with the socialization of the individual and processes of formation of the student's language personality. Sounding educational texts contain serious coverage of social, psychological, pedagogical, linguistic, and historical aspects of people's lives; they are multifunctional. The lack of effective perception of sounding speech leads to a significant loss of information, mistakes in written speech. Therefore, the productivity of communication depends on the ability of the listener to understand and interpret the message.

The purpose of the research is teaching students listening comprehension based on the cognitive approach as a way of semantic processing.

The theoretical and methodological basis of the research is philosophical, methodological, psychological and linguistic works on the topic.

The result of this work is a theoretical and practical justification of effectiveness and functional significance of Graphical texts as a means to improve students' listening comprehension skills in modern schools. Having analyzed the data, we came to the conclusion, that visual support as well as sounding text decoding into models increased schoolchildren' interest in learning, motivation, enlarged vocabulary, establish logical thinking. The definition of "graphical text", "learning strategy" is given. The authors reveal the cognitive and practical goals of working on sounding texts based on a cognitive approach to learning and mastering the Russian language.

Keywords: listening comprehension, understanding, methods of teaching the Russian language, educational standard.

COMPARISON OF NOUNS IN THE COMPARED LANGUAGES (ENGLISH AND RUSSIAN)

Diana Arustamyan, Peoples' Friendship University of Russia (RUDN University) Moscow, Russia, e-mail: arusdiana@mail.ru

Abstract. The paper forms the aim of conducting an analysis of nouns at the theoretical and practical levels in English and Russian. The key methods used in the research are the method of linguistic observation and description, and also a contrastive method. The key objective of the theoretical analysis of the article is based on the comparative analysis of singular and plural nouns defined using morphemes and inflections, as well as general orientation. The article uncovers the problem of a noun which is a part of speech used to refer to people, animals, objects, substances, States, events, and feelings. Today a noun is a part of speech used to refer to people, animals, objects, substances, states, events, and feelings. A noun in English can be either a subject or a complement. A noun in English can be preceded by an adjective, article, or other defining word. A noun in Russian is a part of speech that denotes an object. The findings of the paper are formed according to the main aspects of the influence of the numerical meaning of nouns. It displays the historical connotation of nouns that currently have plural forms, whereas previously they took on a singular form in both English and Russian. Comparative analysis of abstract nouns in English and Russian allows us to display the real choice of the number of nouns by modern linguists in favor of both Singularia Tantum and Pluralia Tantum,

that is, nouns whose number does not change. The main objective of the empirical part of the article is to identify the key grammatical differences between nouns based on the text of O. Henry's "The chief of the Redskins" (1910) and its translation. The key findings are formed according to the identification of a fact that in the given text, most of the nouns are singular in the general case, which correspond to the singular forms of the nominative, genitive, dative, accusative, instrumental and prepositional cases of the Russian language. The relationship between the singular forms of the common case in English and the plural of the nominative, genitive, dative, and accusative cases in Russian is of interest.

TRACK 3 (MS Teams)
SESSION 8
(13.00-14.30)

LINGUISTIC INTERCULTURAL COMPONENT IN UNDERSTANDING SOCIO-CULTURAL REALITY

Organizer&Chair: Yana A. Volkova, Institute of Foreign Languages, RUDN University (Russia), e-mail: volkova-yaa@rudn.ru
Moderator: Dina Tikhonina, Institute of Foreign Languages, RUDN University (Russia), e-mail: tikhonina-d@rudn.ru

ON INTERCULTURAL COMMUNICATION IN DIACHRONIC TRANSLATION

Katherine New, New College, University of Oxford, Oxford, UK, e-mail: katherine.new@new.ox.ac.uk

Abstract. The paper studies intercultural communication in the methodology and application of diachronic translation in English and modern Russian renditions of Homeric epic. In contrast to previous studies, which do not devote sufficient attention to the study of the methodology of diachronic translation, the paper argues for the necessity of differentiating between an inter-lingual method (based on the difference between the linguistic structures of the original and language translation) and intra-lingual diachronic method, which presupposes linguistic identity. The paper examines the methods of rendering metrical, phonetic, syntactic and stylistic (epic variation, synonymic systems, substantive epithets) organisation of the Ancient Greek original and English and Russian translations.
The paper proposes that rendering Homeric hexameter poses the greatest difficulties for a translator. The contrast between the structure of Greek hexameters and English imitations of the meter is explained in the paper by the varied linguistic structures of the two languages. English, an analytic language, requires an excess of auxiliary words, needed to perform the function of a single morpheme in the source language. The synthetic structure of Russian allows a translator to maintain the same number of words and syllables as a line of Ancient Greek. However, the paper demonstrates that the inter-lingual method of diachronic translation achieves a similarly unsatisfactory result in rendering the metric organisation of Homeric epic into both analytic and synthetic languages since Russian produces cumbersome hexameters as compared to the Homeric metre.
The paper proposes that the transmission of the main organising feature of poetic units, the syntactical structure of the two Homeric epics, also poses a considerable challenge to the theory of diachronic translation, since it requires exact linguistic identity between the source and target languages. The lucidity of Homeric verse is lost in transmission from a synthetic into an analytic language, but is regained when

the linguistic structure of the source and target language coincide. The paper demonstrates that the application of the inter-lingual diachronic method to Homeric epic poses a challenge to translators working with analytic languages on a metrical, phonetic and syntactic level. Translations into synthetic languages have a clear advantage in transmitting Homeric epic, which arises from linguistic identity between Russian and Ancient Greek. The paper attempts to prove that the transmission of the stylistic organisation of Homeric epic requires the translator to discover poetic devices, functionally identical to those employed in the poetic system of the original.
Keywords*: translation, intercultural communication, Homeric epic

PHONETIC CHARACTERISTICS OF THE SPEECH OF THE YOUNGER GENERATION OF BRITISH ENGLISH NATIVE SPEAKERS

Galina Abramova, Peoples' Friendship University of Russia (RUDN University), Moscow City University, Moscow, Russia, e-mail: abramovags@mgpu.ru; ab.galina@gmail.com

Abstract. This paper presents the results of the study of the phonetic features traced in the speech of the younger generation of British English native speakers. It contains the phonetic portraits of speakers and reveals some modern pronunciation trends in their speech. Special attention is paid to the extent to which socio-cultural factors influence the phonetic characteristics of their speech.

Objectives: to describe the phonetic features of the speech of the younger generation of British English native speakers at segmental and suprasegmental level, to identify some new pronunciation trends in their speech.

Methods: The study was based on the analysis of audio recordings of interviews with British young people (total sound time 75 minutes). All speech examples refer to spontaneous unprepared speech. The phonetic study included an audit analysis performed by two professional auditors as well as a speech analysis of speakers using the phonetic portrait method. The method of phonetic portrait is the most suitable for achieving the goal of the research, because it allows to reveal phonetic features of speech, socio-cultural and socio-status features of the speaker, such as origin, education, professional affiliation, etc., and to identify the relationship and co-influence of these characteristics. Moreover, audit analysis will give a more detailed and profound description of all features of the speech of all the speakers on both segmental and suprasegmental levels.

From the conducted research and the results obtained, it can be concluded that despite the different origins of these representatives of the younger generation of British English native speakers, there are no features of regional accents in their speech typical of their regions or of the regions which their parents belong to, but on the contrary, their speech contains common phonetic features that can be attributed to modern fashionable trends both on segmental and suprasegmental levels. Moreover, common phonetic features are traced in their speech, which can also be attributed to modern trends, it indicates a trend of "smoothening" regional features in the pronunciation which is typical of the younger generation of British native

speakers. It should be noted that despite the high mobility of the population and the spread of mixed accents, representatives of modern British youth seek to follow modern pronunciation trends in order to indicate their belonging to this social group.
Keywords: socio-cultural factors, accent variation, prosodic features, phonetic portraits

NOTES ON THE CONCEPT HUMAN IN ENGLISH ART HISTORY DISCOURSE

Alexandra L. Sevastyanova, Saint Petersburg State University, Saint Petersburg, Russia, e-mail: alexandra.sevastyanova@gmail.com

Abstract. The concept HUMAN proves to be extremely important for the art history discourse and promotes to strengthen the link between the reader and the work of art analyzed in the art history text. It is important to stress that art critics study and observe this concept not only in portraits but also in landscapes, still-lifes, and abstract paintings, i.e. in works that traditionally do not reflect person images, which confirms a significant degree of anthropocentricity of fine art existing primarily for a person - the viewer and the artist himself. Creating a picture, an artist conveys his perception and understanding of the world, of himself and of humanity in their mutual relationship. We assume that the anthropocentricity of the landscape reflected in the art text is concealed in the connection of a human being with nature represented in the picture and it reveals the artist's state of feelings and mind. In a still life, the artist may metaphorically represent the versatility of human life, and in an abstract work he primarily embodies his ideas and emotions, his evaluation of the world around him.

The structure of the concept HUMAN in art texts is invariably complex, no matter whether it refers to the individual or to the society, which allows the artist to extrapolate the experience of a particular person (an artist or a spectator) to the society. Depending on the genre of the picture, the concept HUMAN co-exits and opposes to such concepts as ANIMAL, NATURE, ARTIFICIALITY, MACHINERY and many others.

This investigation of art texts deals with the diversity and structure peculiarities of the concept HUMAN in English art texts, dedicated to the Russian paintings, as well as researches its value component in art history discourse, regardless of the picture genre analysed in the text. The material of the study is art history texts, dedicated to Russian visual art, which were posted on English-language art history sites. The study covers such methods of investigation as definition analysis, conceptual analysis and discourse-analysis to research the scientific potential of the linguistic representation of the concept HUMAN in English art discourse.

Keywords: language and cultural studies, cognitive linguistics, art history discourse, concept

WHY IS THE TERM "PRO-DROP" SO POPULAR?

Evgeniya V. Budennaya, People's Friendship University of Russia, Moscow, Russia, e-mail: jane.sdrv@gmail.com

Abstract. The paper examines the causes of the striking popularity of the term *'pro-drop'* among linguists of today. 'Pro-drop' refers to languages where pronominal subject is usually zero if unmarked: $\emptyset_{pro}$ *parlo italiano* 'I speak Italian' (it.) Being of generative origin, 'pro-drop' quickly gained popularity among linguists of various theoretical approaches and eventually replaced other alternatives ("referential agreement", "bound pronoun", etc.). Nevertheless, the application of the term 'pro-drop' is often criticized by typologists who blame it for an English bias and for the assumption of an overt pronoun that used to exist but somehow was dropped, which is senseless for languages like Chinese and Japanese. Albeit true, 'pro-drop' as a term dominates in literature on the subject. The search for the causes of that phenomenon and *syntactic-semantic analysis* reveal three main factors contributing to 'pro-drop' popularity.

First, alternative terms describing pronominal subject expression are of two and more words, thus less preferable in comparison with one-word concepts from the language principle of economy and least effort (Zipf, 1949; Piantadosi, et al., 2011). Second, according to the Principle of Compositionality (the meaning of a complex language unit is a function of the meanings of the parts and of the way they are syntactically combined), the closer the lexeme "language" and the semantically related referential term stand to each other, the more heuristics the addressee will have for correct and quick interpretation. Due to their compound character, terminological units like "strict agreement" or "bound forms" allow much lesser number of contexts for use. Their adjectival use ($^?$*"bound forms language"*) is very restricted, whereas a single short *'pro-drop'* cluster is commonly used in this kind of contexts (^{ok}*"pro-drop language"*). In addition, sometimes obvious semantics of typological terms also narrows down the number of possible contexts for their use in discourse (**The Italian language is referential agreement*), while the *"pro-drop / non-pro-drop"* clusters, due to their artificial nature and lack of well-established linguistic connotations, are licensed in a larger number of contexts (^{ok}*The Italian language is pro-drop*). The latter apparently gives more opportunities for the speaker to express the idea.

Keywords: pro-drop, terminology, pronoun, reference

SOME PECULIARITIES OF THE ENGLISH LANGUAGE IN THE REPUBLIC OF NAMIBIA

Irina S. Gribanovskaya, Peoples' Friendship University of Russia
Moscow, Russia, e-mail: gribanovskaya94@mail.ru

Abstract. The article deals with the specificities of the English language in the Republic of Namibia. Bearing in mind the history of the country, its multilingual population, the author makes a hypothesis that the English language in the Republic

of Namibia should have a number of specific features on different levels. The purpose of the study is to identify peculiarities of the English language on the territory of Namibia. Observation and empirical analysis constitute the methodological basis of the research, enabling the author to reveal some specific features of the English language in Namibia on the level of phonetics, lexis and grammar. The identified peculiarities make the speech of Namibians (both oral and written) different from "classical" British English taught at schools and universities. Despite small size and low density, Namibian population is ethnically, linguistically and culturally diverse. Thirteen languages in Namibia have the status of national languages. Of these: three are Indo-European languages, namely German, English and Afrikaans and ten are indigenous African languages which include: Oshiwambo (Ndonga, Kwanyama, Kwambi, Mbalantu and Ngandjera dialects), Kwangali (RuKwangali), Otjiherero (Herero), Gciriku (Diriku), Mbukushu (Thimbukushu), Lozi and Tswana (Setswana) belonging to bantu languages; Khoisan languages particularly Khoekhoegoab (or Nama) and Ju/'hoan; and some others. The article discusses historical, ideological and linguistic prerequisites for such differences. German colonial occupation, South African and apartheid rule had a significant impact on further language policy and linguistic situation in the Republic of Namibia. Although German and Afrikaans considered the languages of oppressors could never contest for the status of an official language of the country, the described historical events have undeniable consequences for the linguistic situation in modern Namibia. Thus, these languages are still actively used in central and southern parts of the country as mother tongues and affect the way their speakers use the official language i.e. English. The same refers to other national languages of Namibia: it seems logical that indigenous languages historically used as a means of communication influence the way Namibians use the English language which has never been spoken in the country before adoption of Constitution and establishment of monolingualism policy in 1990.

Keywords: English in Namibia, official language, national languages

COMPARATIVE ANALYSIS OF PHRASEOLOGICAL UNITS WITH THE NAMES OF DRINKS IN RUSSIAN AND ITALIAN LANGUAGES

Margarita E. Kaskova[1], Elizaveta K. Bolshakova[2]
[1],[2]Peoples' Friendship University of Russia (RUDN University), Moscow, Russia
[1]e-mail: kaskova-me@rudn.ru
[2]e-mail: bolshakova_ek@rudn.ru

Abstract. Phraseology is one of the most interesting and, at the same time, one of the least studied areas of linguistics. This is due to the fact that at the moment phraseology occupies an important place in linguistic science, which cannot be imagined without comparing phraseological units united by a common component, which is carried out using cognitive and linguocultural approaches (Telia, 1996: 42). The subject of research in this article is fixed collocation that have names of various drinks as a phrase-forming component, characteristic only for Russian or only for Italian or for both languages. The purpose of the study is to identify the similarities

and differences between phraseological units, the structure of which contains the names of drinks in Russian and Italian. The timeliness of the topic is in the fact that phraseological units help to supplement knowledge about the linguistic picture of the world, but due to the fact that the comparative aspect of idiomatic expressions in the linguistic world picture has not been studied sufficiently, it becomes difficult to understand deeper the culture and history of the country through the prism of the national language (Humboldt, 1984: 312). We suppose that the study of a phraseological unit, which is associated with the discussion of the problem of the relationship between language and culture as two semiotic systems, makes it possible to reveal the specifics of an ethnic disposition - this is precisely why fixed expressions play a fundamentally important role for intercultural communication. The national culture of drinking, its symbolism, terminology play an important role in comprehending and interpreting culture as a system in which the past, present and future coexist, leading a continuous dialogue. In the intercultural aspect, this dialogue includes the borrowing of various products and even national dishes by one people from another. The motive of eating and drinking is reflected in phraseology. On the example of the analysis of the presented linguistic material, we can illustrate how the culturally significant meaning of the image itself is revealed, during correlating their figurative content arising from literal reading.

Keywords: phraseological unit, cultural code, metaphor, culture of Russia, culture of Italy, intercultural communication

MODIFICATIONS OF IDIOMS IN BRITISH LITERATURE

Angelika Ayrapetyan, Peoples' Friendship University of Russia (RUDN University), Moscow, Russia, e-mail: angelika.ru58@mail.ru

Abstract. Reading novels and stories written by English and American writers one can find many idioms. But the most authors often change the structure and the contextual meaning of the national idioms transforming them according to the stated objectives. Such set-expressions are called modified, or transformed, idioms. They are deliberate, creative and innovative forms of the traditional idioms used in folk speech.
The object of the article is the English national idioms which were modified by the British writers.
The subject of the article is the stylistic and semantic peculiarities of the modified idioms in the British literary discourse.
The objective of the paper is the semantic description of the modified idioms used by the British authors in the prose.
In our article we used a) the descriptive research based on the characteristics of the situations represented in the English novels: b) the componential analysis based on the characteristics of the idiom structure; c) the semantic analysis involving the description of the idiomatic meaning.
In our article we have attempted to explore the variety of ways of the author's modification of idioms in the English literary discourse of the 19th centuries. We shall describe the cases of the idiomatic modification and analyze the specific

features of some modified idioms in the prose of the following British writers: Ch. Dickens, L. Carroll, W.S. Maugham, A.A. Milne, O. Wilde. Having studied the most famous their novels we distinguished 5 modified idioms and analyzed the ways of their semantic and stylistic changes of these stable expressions. A first we defined the term "idiom" based on the scientific works of Russian and foreign linguists. Then we dwelled on the role of idioms in creation of the author's picture of the world. Describing the idioms, we proved a great role of these idioms in literary discourse. First of all, they characterize the literary personages and make their speech more emotional and expressive. Besides, some modified idioms create humorous effect and involve the reader in so-called wordpay. The authors often create puns based on idiomatic meaning. To prove it we analyzed some fragments of the novels written by the British authors.

Keywords*:* idiom, modification, literary discourse, the author's worldview

STYLISTIC ASPECT OF IDIOMS' ETYMOLOGY

Milana D. Krasotskaya[1], Yana A. Volkova[2]
[1],[2]Peoples' Friendship University of Russia (RUDN University),
Moscow, Russia
[1]e-mail: Milana19971@yandex.ru
[2]e-mail: volkova-yaa@rudn.ru

Abstract. The purpose of the research is to analyze the etymological component in the semantics of idioms, determine the content of the motivational component in the semantics of idioms: reveal the basis, content and criteria for motivation of the meaning of idioms. To accomplish this goal, the following tasks were set: to specify the difference between a phraseological unit and an idiomatic expression; to describe the origin of the most commonly-used phraseological units and idioms; to analyze the stylistic reference and define the stylistic register of the units under study, including the modern stylistic context the analysed expressions are used in. The outlined tasks required the use of such methods of linguistic research as component, cognitive, distributive, etymological analyses. Each of these methods is used for its own purposes: the method of component analysis is used to determine the significative meaning of an idiom; the cognitive method is used to reveal the inner form of an idiom; the etymological method is used to restore the original image of the inner form and historical motivation of the meanings of idioms.

Phraseological units and idioms are different in their nature since idioms reflect the national colouring, but there is no consensus reached in this topic. Thought the diachronic aspect of etymology of idioms and phraseological units is still a matter of discussion, the diachronic etymology analysis of the phraseological units and idioms under study yielded the following results: out of thirty-five units, three units reveal Ancient Greek or Roman origin (Latin borrowings); ten units originated in the span of time around the Middle Ages; seven units came into use in the period of the 17th-19th centuries; twelve units refer to the 20th-21st centuries; the diachronic origin of four units is unknown.

It was concluded that the 20th and the 21st centuries prove to be the most productive time for the appearance of new idiomatic expressions and phraseology, and most of the idiomatic phrases can be described as coinages made by people in the process of speech. Since etymology does not possess reliable sources and exact data, some origins of the set-expressions are either unknown or vary from source to source. There is no reliable information in linguistic literature about dating the idioms' origin or of the exact amount of borrowed units. Therefore the conclusions made need further verification.

Keywords: phraseological unit, idiom, etymology

LINGUISTIC-CULTURAL IDENTITY OF "BRITISH DETECTIVE" (BASED ON THE WORKS BY A.C. DOYLE)

Iuliia O. Orekhova[1], Natalia M. Nepomniashchikh[2]

[1, 2]Peoples' Friendship University of Russia (RUDN University), Moscow, Russian Federation,

[1] e-mail: 1032206246@rudn.ru

[2] e-mail: nepomnyashchikh-nm@rudn.ru

Abstract. The of linguistic-cultural identity "British detective" is a compound concept that is understood from the standpoint of both linguistics and linguistic-cultural studies.

The object of the article and the study itself is the linguistic-cultural identity of "British detective" as a phenomenon. The subject of the article is the view on the linguistic-cultural identity that is formed based on the study of text fragments which reveal conceptual, metaphorical and speech qualities of the character of a detective. The objective is to manage an analysis of the linguistic-cultural identity of "British detective" based on Sherlock Holmes' character in the works by A.C. Doyle.

The relevance of the research is due to the following topics: 1) the study of linguistic-cultural identities are important for the full understanding of cultural dominants that represent any nation; 2) the linguistic-cultural field of different identities has not been studied enough; 3) the linguistic-cultural identity of "British detective" represents a recognizable image and it allows to evaluate some essential points in the worldview of the British.

The notion of a 'linguistic-cultural identity' is precisely studied in the article to further identify the most typical characteristics of the linguistic-cultural identity of "British detective" based on Sh. Holmes' character.

The results of the study have suggested that the linguistic-cultural identity of "British detective" is a combination of a typical Englishman characteristics that correlate with such concepts as 'isolation', 'secrecy', and 'emotional coldness'. However, "British detective" has its own unique characteristics. The main activity of a private detective is to find any suitable information to solve a crime while he is not interested in punishing criminals as his only task is to reveal the truth so that the police can punish the violators.

The main result of the article is to point out what a real image of "British detective" in the linguistic-cultural viewpoint is like. Since the image of "British detective" is

beloved and well-known all over the world this topic can be interesting for further study based on the material of works of various authors belonging different linguistic cultures.

THE ROLE OF METAPHOR AND METONYMY AS A MECHANISM FOR THE CREATION OF VERBAL IDIOMS

Pablo Ramírez Rodríguez, Peoples´Friendship University of Russia, Moscow, Russia/Spain, e-mail: Pabloatanasev@gmail.com

Abstract. Up to now, in research on the creation of euphemisms and dysphemisms, in general, the linguistic resource of metaphor and metonymy has received outstanding attention. Based on the study of these two most relevant euphemistic and dysphemictic creation resources: conceptual metaphors and metonymies, this paper deals with verbal idioms, defined as fixed combinations of words that function as elements of the sentence and have an idiomatic meaning that does not correspond to the sum of the meanings of its constituents. In addition to covering up and attenuating, the euphemism fulfills the function of enhancing the prohibited reality with the intention of emphasizing some aspects that evalue it and allow to obtaine a positive vision of it. This function seems to be more related to situations in which it is sought to give prestige to certain professions or trades. From a cognitive-pragmatic dimension this research describes the two phenomena, euphemism and dysphemism, as possible processes through which an interdicted reality is conceptualized, each of which has specific objectives and produces a different discursive effect. Specifically, the speaker makes use of a great variety of linguistic resources that allow him to conceal this reality, attenuate it and expressively enhance it, in the case of euphemism, or motivate and reinforce it evocatively, in the case of dysphemism. This approach corresponds to a conception of euphemism and dysphemism that defines them as discursive phenomena that are updated in the context and are subject to pragmatic elements derived from the concrete communicative situation. This research discusses and highlights the pragmatic-discursive approach that offers the possibility of investigating the functioning and actual use of euphemisms and dysphemisms in discourse. Regarding the analysis of euphemistic and dysphemistic verbal idioms, the pragmatic-discursive approach is complemented by another perspective of study that pays attention to the lexical-semantic aspects, as well as to the metaphorical and metonymic nature of this class of phraseologisms. Based on this idea, in euphemistic verbal idioms the metonymies tend to rely on a metaphorical conception based on beliefs or customs, dysphemistic verbal idioms, however, highlight the negative part of the speech, reflected in the process of the action.

Keywords: Metaphor, methonimy, fixed expression, idiomatic expression, verbal idiom

MINI-TEXTS OF ABSTRACTS TO MODERN ENGLISH DRAMA IN THE CONTEXT OF LINGUOAXIOLOGICAL APPROACH

Julia S. Starostina[1], Marina.V. Cherkunova[2], Antonina A. Kharkovskaya[3]
[1,2,3]Samara National Research University named after S.P.Korolev, Samara, Russia,
[1]e-mail: juliatim@mail.ru
[2]e-mail: m.cherkunova@mail.ru
[3]e-mail: aax2009@mail.ru

Abstract. The article is devoted to the analysis of the liguoaxiological parameters of the contemporary English drama discourse. The research is based on the abstracts to the scenarios of modern English plays, taken from the internet site selling the performing rights for these scenarios. The abovementioned abstracts are treated as mini-format texts possessing a complete set of typical textual characteristics, and, being part of the modern drama discourse, fully representing the axiological paradigm of the modern Western society. The research is carried out in several stages: in the first stage the abstracts are analyzed in terms of evaluation markers; as a result, evaluative language means are selected and systematized. The second stage consists in analyzing semantic properties of the selected evaluative means and their subsequent classification into micro concepts. Further on, the evaluative micro concepts are grouped into several categories representing axiological vectors of the modern society. In the final stage of the research, quantitative analysis of the micro-concepts within each axiological focal point is carried out and the relative importance of the values is specified. The research shows that the most important value for the contemporary Western society if that of *Creativity*, which is realized through the micro-concepts of 'innovative interpretation of a classical plot,' 'creativity in dealing with problems at work,' 'resourcefulness in resolving family problems,' 'inventiveness in dealing with unexpected hardships.' The next place in the axiological paradigm is taken by the value of *Good* as an ultimate category. It is expressed through the micro-concepts of 'intolerance to all forms of social extremism' and 'the necessity of making the right moral choice.' *Romantic relations* prove to be the third most important axiological concept, followed by *Self-cognition*, *Life* in its opposition to death, *Truth*, and *Diversity*. A number of peripheral values are also registered, including *Faith*, *Justice* and *Miracle*, which, however, do not manifest themselves systematically. The suggested scheme of the analysis of mini-texts' axiological parameters can be further applied to other discourse spheres thus completing and verifying the axiological chart of the modern society.

Key words: linguoaxiology, drama discourse, mini-texts, abstracts, evaluative language means

"PROVERBS AS REPRESENTATIVES OF THE NATIONAL COGNITIVE WORLDVIEW"

Dina Tikhonina, Peoples' Friendship University of Russia (RUDN University), Moscow, Russia, e-mail: tikhonina_d@rudn.ru

Abstract. Today linguistics tries to explore language together with such categories as human, nation, mentality, perception, consciousness, mindset, mind, etc. In this regard, scientific interest is increasing not only in the national and cultural aspects of the language, but also in the detailed examination of the language units that reflect the phenomena characteristics of certain ethno-cultural communities. According to the general studies in linguistics a person manages to perceive the world around him or her orienting to the language itself, since in language the national and general historical experience is recorded. Therefore, when a person or people begin to take an interest in their past, they directly turn to the language and its stable various expressions. The study shows the findings representing the British national cognitive worldview with the help of certain significant proverbs. This research is built up on the analysis demonstrating how British national proverbs verify specifics, character and values of the British people. The British national cognitive worldview through the linguistic representation considered to be the object of this study. British proverbs representing the cognitive worldview of the British nation is the subject of this scientific work. Proverbs being very important linguistic units considered to be fixed stable forms of the national phenomena. That is why they can truly represent the main idea of the formation and existence of the British national cognitive worldview. The selected proverbs were taken from British translation and etymological dictionaries: The Concise Dictionary of Proverbs and the Oxford Dictionary of English Proverbs, etc. With the help of the descriptive method it was possible to analyze the British proverbs that were chosen from dictionaries. The component analysis showed the attempt to figure out the British national cognitive worldview. The analysis helped to reveal that concepts understatement and home mostly form the vision of the British mindset. Very important British values as individualism and personal space formed due to the country`s geographical position, climate and weather influenced on this. Certain lexemes with a strong emotional coloring revealed national stereotypes and values of the British mindset. This article includes the findings of all collected data.
Keywords: cognitive worldview, mentality, nation, proverbs

CHALLENGES OF TRANSLATING OLD ENGLISH INTO SYNTHETIC AND ANALYTICAL LANGUAGUES

Inna G. Matyushina, Russian State University for the Humanities, Moscow, Russia; University of Exeter, Exeter, UK, e-mail: I.Matyushina@exeter.ac.uk

Abstract. The paper is devoted to exploring difficulties arising in the process of translating Anglo-Saxon poetry into an analytical language (Modern English) and a synthetic language (Russian). One of the aims of the paper is to analyse a variety of meters (ballad, rhymed, blank), used by English translators to reproduce the rhythm of alliterative verse. The study of meters employed by modern translators shows that alliteration can hardly be functional in lines flooded with unstressed auxiliary words. The daring linguistic experiments, including the use of Anglo-Saxon words in their original orthography (e.g. *æðeling*, *weard*, *weird*, *byrne*) which are employed in modern translations can hardly help to revive the alliterative verse.

The paper explores the function of Old English vocabulary consisting of poetic words, kennings and occasional words, built according to productive word-building models. As is shown in the paper, poetic synonyms constitute in alliterative verse highly organised synonymic systems, with special poetic ranks assigned to each word which determine its use within the line as well as its inclusion into alliteration. The paper contains an analysis of the most important synonymic group, which only in one poem, 'The Wanderer', consists of ten highly expressive synonyms, but is transformed in Modern English translations into a universal 'lord' or 'friend'. The analysis conducted in the paper shows that translators compensate for the richness of the Old English poetic vocabulary by using etymologically equivalent words which can be misleading if the words developed a different meaning (e.g. 'wane', 'fallow', 'fain') or acquired special, sometimes ironic, connotations (e.g. OE *duguð* – 'body of noble or tried retainers', as against 'the doughty').

Translations of Old English verse into Modern English are contrasted in the paper with translations into Russian, which are based on different principles, alien to the nature of alliterative verse (e.g. instead of alliteration the organising principle of lines becomes deep internal rhyme and assonance of root morphemes). It is demonstrated in the paper that vocabulary in Russian translations is largely based on archaic, dialectal, potential, or compound words created according to the productive models of the Russian language and enabling the translator to show differences in the stylistic overtones of poetic words. The paper shows that Russian translations are aimed at re-composing ancient poetry by means of a foreign language, instead of trying to recreate isolated elements of the original.

Keywords: translation, Old English poetry, alliteration, poetic vocabulary, synonyms, compound words

TRACK 3 (MS Teams)
SESSION 9
(14.40-16.10)

INTERCULTURAL COMMUNICATION IN EDUCATIONAL ACTIVITY

Organizer&Chair: Tatyana G. Stanchulyak, Institute of Foreign Languages, RUDN University (Russia), stanchulyak-tg@rudn.ru
Moderator: Dina Tikhonina, Institute of Foreign Languages, RUDN University (Russia), e-mail: tikhonina-d@rudn.ru

COMMUNICATIVE METHOD OF AIR TRAFFIC CONTROLLERS TEACHING

Anastasia S. Akimova, Peoples' Friendship University of Russia
Moscow, Russia, e-mail: aakimova070192@mail.ru

Abstract. The article deals with the analysis of communicative language teaching methods. Nowadays, the most popular and effective method is the communicative approach. Aviation specialists are taught in classes when the teacher interacts with each other and helps them work in groups. The most useful task is listening to real radio communication and responding to the pilot's request. Group work helps to predict every possible situation that can occur. This way helps an air traffic controller to get used to non-standard conditions and assist the crew in any possible way. The teacher gives examples of the problem that a controller can face. Afterward, the group has a discussion and role-play in class to solve the problem in the conclusion. Such individual methods help every controller in the group share their personal opinions, develop colleagues' ideas, and imagine situation development. As a result, the controller should efficiently operate extended vocabulary concerning random scenario: meteorological reports, uncontrolled aircraft, unruly passenger or medical problems on board, any request for assistance during the flight, or upon arrival. The article gives some examples of communicative activities that refer to daily and routine communication and interaction between an air traffic controller and a pilot. Here are the most often used terms by air traffic controllers. These terms are organized in special groups concerning their origin, meaning, use, and importance. The classification of terms divides into reduction, acronyms, full words. Aviation terms are widely used by specialists and don't have a lot of synonyms as professional language. Some abbreviations have two meanings that can confuse communication. Some terms are used as acronyms in radiotelephony communication. It can lead to misunderstanding. But up-to-date and modern technologies also help the pilot and controller to exclude misunderstanding. The pilot can contact the ground services by typing all necessary information on the board computer and flight management system. The controller receives all the required information from the crew. This

information is presented as a form of typing, so the specialist should read it quickly and respond correctly. So communicative method includes grammar competence in reading, listening, and speaking.

FRENCH ADVERTISING AS DIDACTIC MATERIAL

Elena Glazova, Lomonosov Moscow State University, Moscow, Russia
e-mail: a-lionne@mail.ru

Abstract. Many textbooks on French as a foreign language were published in France over the past two decades. Of course, the methodological goals and linguistic accents of the content changed. This article will examine advertising as a linguistic and socio-cultural component of the content of textbooks and textbooks on the French language of French publishers over the past two decades.

Advertising from a methodological point of view can have a double benefit: linguistic and cultural.

Language learners should know the culture of the country, its political structure, its history, literature, everyday culture, understand the mood within the country, and know what people think and what is constantly around them. Everyday culture in General is difficult for foreign-language students. Therefore, what is even more important from the point of view of the educational function of advertising is that it shows the realities of French everyday life: products, brands, stores, famous personalities.

Another important aspect to study is the attitude to advertising. Advertising can be perceived both as part of a culture that reflects the mentality and dreams of the French, and as a malicious and unceremonious invasion of private space that destroys the French language.

The purpose of this study is to examine how advertising is used in French language textbooks. As a material, we selected textbooks from French publishing houses that have been present on the Russian market since 2000. They are also the most used authentic manuals in the educational process.

After analyzing the various training complexes, we can draw the following conclusions.

Based on several textbooks, it can be seen that the French associate advertising with the image of the modern dream.

Textbooks mostly select a negative point of view on advertising. This view seems to reflect some ideology that the authors of the manuals want to impose on students.

From a methodological point of view, commercials remain out of sight, although new-generation textbooks are usually accompanied by video discs or links to Internet sites in a printed publication.

From the point of view of grammar, advertising is used to explain the degrees of comparison and excretory turns.

CORPUS-BASED METHODS IN TEACHING ENGLISH FOR SPECIAL PURPOSES: THE CASE OF STUDENTS OF ECONOMICS

Lyudmila Zadorozhnaya, Kazakhstan branch of Lomonosov Moscow State University, Nur-Sultan, Kazakhstan, mila_zadorozhnaya@mail.ru

Abstract. The essential purpose of our study is to show the efficiency of the corpus-based methodology applied to creating both the ready-made exercises for standard language practice and the tasks to involve students into the research process. Considering the fact, that we teach not only highly qualified professionals, but also the future scientists and creators, we must be sure in their ability to conduct the research analysis and to use the international scientific sources to the proper extent. The methods were applied in the group of students of Economics having a different level of English fluency. The data for study are the essays, compositions, the samples of cover letters, CVs, and recommendation letters presented in the written form as well as the audio recording of students' speech in forms of monologues and dialogues. All materials have been collected according to the curricular programs based on "Economics" by C. St.J. Yates and the Study Guide to Economics by Belilovskaya N.A., Nikolayeva N.E. and Tolstikova I.E.

The following fundamental tasks have been set:

1) Making a set of exercises based on a respectable parallel corpus or subcorpus.
2) Teaching students how to manage a linguistic corpus.
3) Developing creative thinking by introducing the idea of a language as the united and consistent structure.
4) Determining the frequency list of significant economic terms and grammatical rules.

First, we created some additional studying materials for students, that helped them to analyze which opportunities and methods, based on the corpus approach, they may involve into their individual research work. The most efficient methods proved to be a sampling method and a statistical method.

According to the survey after the year of using the corpora of language for their individual purposes, the most students noticed the fact that they had been used to analyzing all language structures and making systematic connections among them. Afterwards, that academic group of students took part in our further research and helped to create the frequency list of the most common phonetic and grammar mistakes based on their own written and oral answers. The results of that research led to introducing of some additional rules into the curricula of the next academic groups, what correspondingly contributed to their further success in studies.

Keywords: corpus of language, corpus-based methods, parallel corpora, English for special purposes, frequency list

CONTROL AND SELF-CONTROL OF PRONUNCIATION IN THE EDUCATIONAL PROCESS

Dmirty A. Zimarin, Peoples' Friendship University of Russia (RUDN University) Moscow, Russia e-mail: live25@yandex.ru

Abstract. This article discusses the difficulties that arise in the process of self-training pronunciation and possible ways of self-control using modern technologies. The object of the study is the process of setting the pronunciation of a foreign language in the self-control phase. The subject of the research is technical means of pronunciation. The purpose of this article is to identify the most effective way to train pronunciation at home. Theoretical and empirical methods were used to achieve this goal. The phase of self-control is an integral part of the educational process. At the initial stage, the teacher should devote more time to pronunciation, as well as introduce students to various methods of self-control. With the development of the technical process, students were able to independently train their pronunciation at home. Sound recording devices and the Internet allow you to speed up the interaction between the teacher and the student, as well as use various methods of imitation. Currently, it is possible not only to simulate consequently, but also synchronously. Speed reading programs can be used for consecutive simulation. They allow you to train the rhythm of the language. The article discusses an example of rhythm training in the Quick Read program. The training of intonation structures is possible using the Praat program. To train pronunciation in the speech stream a voice recording program with the ability to display an audio track is suitable. Using this program, you can visually compare the movement of the tone. To do this, you can record your voice during synchronous imitation, then place the pronunciation sample and your own version next to it. The screen will clearly show differences in the pronunciation of sounds.

To identify the most effective way of self-training pronunciation an experiment was conducted. We compared the method of consecutive imitation and synchronous imitation with a graphical comparison of one's own pronunciation with the standard. The experiment involved 20 people who were divided into 2 groups. The results of the experiment showed that graphical comparison of their own speech with the standard allows students not to make fewer phonetic errors.

Keywords: self-control, pronunciation, synchronous imitation, consecutive imitation

THE REASONS AND FEATURES FOR A LANGUAGE BARRIER AMONG STUDENTS IN THE PROCESS OF LEARNING A SECOND FOREIGN LANGUAGE

Olga M. Kozarenko[1], Alina S. Starostenko[2]
[1],[2]Peoples' Friendship University of Russia (RUDN University), Moscow, Russia
[1]e-mail: okozarenko_om@rudn.ru
[2]e-mail: tislenkova_as@rudn.ru

Abstract. Nowadays there are high incidences in the emergence of a language barrier among students in the humanitarian sphere, mainly among future translators and interpreters, while studying a second foreign language that have prompted us to do the research. The purpose is to understand the difficulties that students face while speaking a second foreign language. The online questionnaire was prepared, the answers were given by about sixty students in higher educational institutions of the

Central region of Russia. The obtained data were subjected to statistical and analytical processing and presented in the form of graphs. As a result of a comparative analysis of empirical data, the reasons for a language barrier in various situations of foreign communication were identified. In particular, it has been found that the students' language barrier studying a second foreign language is caused by fear, which is especially high during the monologue in front of a group. In situations of educational communication, excitement and anxiety is caused by the teacher's personal suggestion to answer, as well as the necessity to formulate his own opinion on the topic under discussion. The study provides a detailed description of students' feelings. Half of the respondents associate their negative emotions with the fear of making a mistake, followed by the fear of being in an awkward situation. A third part of the respondents considers their fear to be unconscious. It has been found that fear in front of the other students in the audience is almost three times stronger than in front of a teacher. As far as the main reason for a language barrier is concerned, students indicate an insufficient level of proficiency in a second foreign language. Interestingly, the fear of getting a bad mark is common only to five percent of the respondents. In other cases, the students' problem is in their psychological characteristics (tightness, low self-esteem, the impression that they will create on others, etc.). It has been found that, in contrast to the situation of educational communication, while communicating with a native speaker, the fear of making a mistake occurs less than half. Students suppose that the best study of the second foreign language will help them to overcome the language barrier, they should use it outside the educational process and communicate more in the digital space. In this case, the teacher's support is estimated at twice as much as the classmates' support. The research includes generalization of work experience in overcoming the language barrier with the help of information technology among students.

Keywords: language barrier, fear of speaking a foreign language, learning second foreign languages, information technology in learning a foreign language, information technology during the foreign class

INTERCULTURAL COMMUNICATION FROM THE PERSPECTIVE OF TEACHING JAPANESE

Yulia S. Klevenskaya[1], Darya A. Antipova[2], Alexander A. Batalov[3]
[1,2,3]Peoples' Friendship University of Russia (RUDN University), Moscow, Russia
[1]email: klevenskaya_yus@pfur.ru
[2]email: 1032196387@rudn.ru
[3]email: batalov_aa@rudn.ru

Abstract. Professional activity of linguists, interpreters, foreign language teachers and other specialists who due to specifics of their work have to somehow interact with foreigners, implies the knowledge of the basic phonetic, lexical, grammatical and word-building phenomena, as well as the principles of foreign language functioning. However, this knowledge alone is not enough to accomplish the task ahead – to ensure a successful communication between representatives of different cultures.

In the 20th century under the influence of globalization and the practical needs that businessmen, diplomats and politicians encountered, the systematic study of intercultural communications started in the USA. The works written by Edward T. Hall and his colleagues laid the foundation of a new theory that was at the crossroads of such practice-oriented sciences as linguistics, anthropology, psychology, sociology.

The intercultural communication theory studies the process of intercultural communication and dismisses the intercultural barrier that separates the participants. This barrier becomes gradually obvious at the stage of foreign language studying and can either complicate its exploration and practical implementation, or hamper the understanding of the academic material.

The aim of the article is to demonstrate the importance of forming the student`s basic knowledge about the culture, mentality, realia, customs and traditions of Japanese people at the first stage of studying the language. To illustrate how the understanding of the basic principles of communication between people and their way of thinking contributes to the successful material mastery in the process of study and its practical implementation within the future professional activity.

Also, the article contains several examples of homework given to the students that show how the lack of knowledge or the neglect of certain cultural peculiarities may lead to the situation when the Russian native speaker thinks the main idea has been accurately expressed to the Japanese interlocutor, whereas the latter considers common social norms to be violated, which cannot be regarded as a successful communication.

Thus, in the course of the work we draw a conclusion that in the process of teaching the Japanese language it is necessary to pay due attention to the cultural aspects to prevent the possible mistakes in intercultural communication.

Keywords: intercultural communication, teaching, intercultural analysis, the Japanese language

THE DEVELOPMENT OF SYSTEM ADVANCED TRAINING SYSTEM OF TEACHERS IN THE CONTEXT OF THE IMPLEMENTATION OF THE PROFESSIONAL STANDARDS

Viktor L. Lantsev, Budgetary institution of the Oryol region of additional education «Palace of pioneers and schoolchildren named after Yuri Gagarin», Oryol, Russia, e-mail: vic_lan@mail.ru

Abstract. Changes in the education system, due to the specifics of the socio-economic development of modern society, lead to the emergence of new tools to improve the quality of education and upbringing. The development and implementation of the professional standard of the teacher should have allowed to determine the vectors of development of professional competencies of teachers. In these circumstances, there was a need to make adjustments to the field of additional professional education, as the industry responsible for postgraduate education of specialists. The purpose of the our research was to study the prospects for the development of the professional development system in the context of

modernization processes. In December 2019, a large-scale study of the attitude of different categories of specialists from the education system to the process of implementing the professional standard, as well as related concepts of the national system of teacher growth and the national project «Education» was conducted in the Orel region. The survey was attended by teachers and heads of General education organizations, specialists of municipal Executive authorities that manage education, employees of institutions of additional professional education. The results of the study showed a heterogeneous level of awareness about the implementation of the studied tools for improving the quality of education. Thus, specialists of the system of additional professional education (APE) are more critical of the introduction of innovations, including distance learning in the field of professional development. At the same time, it is preferable for them to take more frequent courses by teachers. Against this background, heads of small schools and most teachers are ready to improve their professional skills in absentia, as well as in the process of informal communication with colleagues, participation in educational events, and independently during working hours. The identified trends indicate the need to work on improving the level of formal professional development, attracting new technologies to it, as well as the responsibility of specialists of the specified system for forming a positive image of organizations of APE. The introduction of a professional standard should make it easier for specialists to search for new forms of work with teachers.

Keywords: additional professional education, professional development, professional standard of a teacher

SRL AS FUNCTIONAL APPROACH IN EDUCATIONAL ACTIVITY
R. U. Latanova[1], S.S.Aubakirova[2]
[1]L.N.Gumilyov Eurasian National University, Nur-Sultan, Kazakhstan,
[2]Manash Kozybayev North Kazakhstan University, Petropavlovsk, Kazakhstan,
[1]e-mail: lraissa@mail.ru
[2]e-mail: saulesh.aubakirova@bk.ru

Abstract. This article is devoted to the study of the spaced repetition learning (SRL) method as one of the modern methods of learning a foreign language. Learning a foreign language will not only augment personal human development, but also the development of international relations and various industries within individual countries. Foreign language skills give birth to qualified specialists in all areas of activity that contribute to the withdrawal of their countries to a new level on the world stage. It is necessary to realize that the prerequisites for successful and motivated mastering of a foreign language is laid in preschool and primary school age. Science asserts that memory is not one particular point in our brain. This is the result of active work, which is stored in various areas. It is propounded that we are able to memorize no more than five or seven pieces of information at a time. It is generally known that the brain basically stores the information that it considers important. Taking into account age peculiarities in teaching foreign languages is one of the fundamental pedagogical principles. Modern educational systems require

earlier start for learning English and SRL method is much in demand for better results in teaching English at primary school. It is also interconnected with the fact that from 2013 Kazakhstan has introduced some significant changes into the education system in schools. The school students start learning English from the first grade. This fact explains the necessity of introducing brand new techniques suitable for teaching young learners that have been already approbated in Kazakhstan. In addition, the capacity of the brain is limited, and to solve this problem is not yet possible. Scientists propound we are able to memorize no more than five or seven pieces of information at a time.

It is generally known that the brain basically stores the information that it considers important. It reinforces the memories of those events and things that meets most often. Therefore, based on regular review of information spaced repetition uses precisely this principle of the brain.

Spaced repetition is a lucid, but very effective way, which seems to crack the mechanisms of brain functioning. It makes us try to learn information again and again, training the mind like muscles. The brain responds to these stimuli and enhances communication between nerve cells.

Key words: foreign language, perception, spaced repetition learning method, vocabulary, grammar rules, teaching, children

LEARNING FOREIGN LANGUAGES ON THE INSTAGRAM AND TIK-TOK PLATFORMS: PROBLEMS AND PROSPECTS FOR DEVELOPMENT

Darya A. Lukina [1], Alina .D. Lopteva [2], N.A. Gurova [3]

[1,2,3] Peoples' Friendship University of Russia, Moscow, Russia

[1] e-mail: 1032181533@pfur.ru

[2] e-mail: 1032171398@pfur.ru

[3] e-mail: gurova_na@pfur.ru

Abstract. Nowadays, people spend more and more time online. Even the study of foreign languages is moving to the media environment. The most popular networks such as Instagram and Tik-Tok provide users with blogs of various thematic directions, including educational ones.

In his book "The Shallows", Nikollas Carr talks about the negative impact of Internet surfing, focusing on the loss of the ability to concentrate. However, social networks have won a place in the life of a modern person. This fact requires special attention of researchers in order to assess not only the negative impact but also to improve the positive aspects of the internet's impact surfing and social networks on the life of modern society.

The article examines the popularity of the method of learning foreign languages in social networks, and it also evaluates its effectiveness. The authors analyze the mechanism of language acquisition from the point of view of cognitive sciences. The article presents the results of a survey among students studying foreign languages. To participate in the survey, 206 students at the Peoples' Friendship University of Russia (Institute of foreign languages and Faculty of Philology) in the

study field of linguistics in the age category from 18 to 27 years were selected. The questions presented in the survey relate to effective methods of learning a foreign language according to the respondents. Moreover, the number of respondents using the social networks Instagram and Tik-Tok in order to learn a foreign language were analyzed. The survey is aimed at identifying the tendency of students to use social networks not only for entertainment but also for educational purposes.

The digitalization of education has been noted by many prominent researchers, including A. L. Nazarenko, Efanova L. D., Polyakov V. L., M. A. Panutina, and many others. Many scientific articles provide a comprehensive theoretical basis for research. However, experimental methods of cognition are absent in many of the authors ' works. The experiment is aimed at investigating the effectiveness of expanding the vocabulary through the use of blogs in social networks for learning a foreign language.

The following methods were used in the research: experiment, sociological pull, analysis, method of induction, method of observation.

Keywords: social networks, language study, media

MEDIA LITERACY IN THE CONTEXT OF FOREIGN LANGUAGE EDUCATION

Ekaterina A. Nikonova, Moscow State Institute of International Relations (MGIMO University) of the Ministry of Foreign Affairs of Russia, Moscow, Russia, e-mail: ekatnikon2014@yandex.ru

Abstract. Media literacy has become a significant aspect of modern educational process. However there are lots of contradictions in the field regarding its definition, methods and scale of its implementation. Most broadly media literacy is understood as an ability to search, analyze and create media content. As modern generation is considered to be digital natives the skill of searching the information are innate to them and should not be taught, so the concept of media literacy is mostly aimed at teaching the students to analyze information they obtain from mass media sources as well as creating their own content. Nowadays it is widely accepted that media literacy should be integrated into the educational system as cross-curriculum subject. This concept is reflected in numerous international and local documents. The most potent sphere that can be used as an example of successful media literacy implementation (though teachers not always have enough training and qualification in the sphere) is classes of English as foreign language as here usage of mass media materials has long been proved to be successful in teaching. The purpose of the paper is to examine the potential of media literacy project in Russian universities by exploring the opinion of EFL teachers on media literacy education and the way they implement it in the classroom. The study was conducted through a qualitative method by interviews with high school EFL teachers.

The results of the research showed that the majority of EFL teachers limit media literacy to media critics which they understand as ability to withstand influential and manipulative forces of mass media as well as to identify fake information. Among the media literacy activities that were named are translation of printed articles and

discussion of news broadcasts. It was underlined by the respondents that such activities enable to go beyond traditional forms of working with such materials (e. g. translation, summing up) and to engage students into discussion of tools the author uses to make the text more influential as well as the possible reasons for that. The findings emphasized the need for clear road map of media literacy project realization as well as lack of vocational courses and trainings for teachers in the sphere. At the same time the conducted research proved teachers' positive attitude and awareness of the media literacy importance that suggests that media literacy in Russia has significant growth and development potential.

Keywords: media literacy, media critics, EFL, mass media

PUBLICISTIC DISCOURSE AS A MEANS OF TEACHING STUDENTS READING AND MONOLOGUE SPEECH IN INTERCONNECTION

Yana Semenenko, Peoples' Friendship University of Russia, Moscow, Russia,
e-mail: semenenko-yas@rudn.ru

Abstract. The article is written in the field of methods of teaching foreign languages and is devoted to the use of publicistic discourse as a means of teaching students communicative skills of reading and monologue speech in foreign language. Theoretical methods used in the process of writing the article (the study of psychological, pedagogical, methodological and linguistic literature; comparison and generalization of the research results) and empirical methods (observation, experimental teaching, analysis of oral and written answers, monitoring of the process of learning a foreign language, forecasting) and mathematical research methods (ranking, statistical method) contributed to the achievement of the goal: the effectiveness of the use of publicistic texts in the process of teaching students reading and monologue speech was proved. The analysis of the specifics of interconnected teaching communication skills of foreign language reading and monologue speech and the study of the linguistic characteristics of publicistic texts made it possible to identify the criteria for the selection of texts for teaching students and develop recommendations for students and teachers for the formation of communicative skills in foreign language reading and monologue speech based on publicistic discourse in the process of interconnected learning. The use of the developed recommendations for the interconnected teaching communicative skills of foreign language reading and monologue speech can significantly improve students' performance in doing exercises with publicistic texts. To develop students' communicative skills of foreign language reading and monologue speech , a specific algorithm was developed, which comprises a sequence of educational actions at the pre-text, text and post-text stages. The algorithm offered in the article gives concrete instructions for students how to deal with the texts that are written in the field of publicistic discourse, enriches their knowledge of this style and teaches them how to make a speech in the framework of publicistic discourse. The perspectives of the developed methodology of interconnected teaching students communicative skills of foreign language reading and monologue speech based on publicistic discourse are concluded in the idea that it can be applied in teaching foreign language to

students in universities within the discipline "the Practice of oral and written speech."
Keywords: publicistic discourse, reading skills, monologue, teaching foreign language

COMMUNICATIVE COMPETENCE IN THE SYSTEM OF EDUCATIONAL ACTIVITIES

Khayom Ikromovich Teshaev, Tajik National University, Dushanbe, Republic of Tajikistan, e-mail: daltrti@mail.ru

Abstract. In the context of intensive development of international cooperation and integration of the Republic of Tajikistan into the world community, there is an increasing need for specialists who are fluent in their native, Russian and English languages and are able to use it productively in real situations of everyday and professional communication.

In this case, it becomes important to take effective measures to further improve the forms and methods of teaching and learning languages as an important means of international communication. The positive measures taken make it possible to significantly expand the possibilities for the practical use and development of modern teaching methods, the creation and improvement of educational materials and complex technological learning systems, including multimedia, as well as methods of self-education and self-study, taking into account its individualization. All this requires the development of fundamentally new mechanisms of organizational, methodological, scientific and informational support of the educational process associated with the development of a strategic line for improving the formation of a multicultural and multilingual environment in the Republic of Tajikistan.

Modernization processes in the modern educational space of Tajikistan, the need for a communication-oriented approach in teaching Russian and English in the context of the formation of a multicultural and multilingual environment are important constructive components in the training of a comprehensively developed personality and highly qualified specialists.

Teaching Russian and a foreign language in educational institutions of Tajikistan follows the main goal: the development of the communicative competence of students in the classroom, such as, learning a particular language as a means of communication. Competence means an independently realized ability based on acquired knowledge, intellectual and life experience, values, which an individual improves as a result of cognitive activity and educational practice.
Keywords: communicative competence, model, language, education, speech

FORMING ACADEMIC LITERACY: STUDENT CONFERENCE ON INTERCULTURAL TOPICS IN FRENCH AS SECOND FOREIGN LANGUAGE

Marina Yu. Avdonina[1], Natallia I. Zhabo[2],
[1]Moscow State Linguistic University, Moscow, Russia, e-mail:

mavdonina@yandex.ru

[2]Peoples' Friendship University of Russia, Moscow, Russia, e-mail:
lys11@yandex.ru

Abstract. Student conference in a language studied as a second foreign one is aimed at developing students' creative abilities, skills of selection, analysis, critical understanding of information and its presentation to an unfamiliar audience. In a distance learning environment, the conference provides psychological support, bringing diversity to the learning process and providing psychological assistance to students.

The purpose of the study is to consider the impact of student research conference on intercultural topics in academic literacy when learning a second foreign language. Objectives: 1. To consider the content, methods of organization, methodological aspects of the student research conference within the project methodology; 2. To identify criteria for selecting topics for student reports; 3. To highlight the tasks of teachers in the project; 4. To analyze the types of students' activities preparing and making reports; 5. To monitor the impact of the conference on the formation of academic literacy and scientific competence to improve learning.

In the process of description and analysis of materials and ways of organizing a student conference on intercultural topics in a foreign language the procedures of descriptive, interpretive, linguistic, cultural and comparative research methods were used. Results. Our project conception consists of seven stages. It has been shown on the example of the Interuniversity Scientific and Practical Student Conference "Russia - France in the mirror of history, culture, politics" was held in May 2020 in a remote form on-line.

The analysis of some reports has been given, such as the case of a Maquisar Battalion and their banner: in March 2011 the son of the battalion commander recognized it in the Internet, came to Moscow to give documents and photos; in 2014, a book about the battalion was published in France.

Practical use of the results has been monitored. The whole conference was recorded on Skype (2 hours 30 minutes), copied and discussed by students.

Discussion. Preparing cross-cultural topic is an important part of the overall professional competence and has a self-educational function providing desire to continue this type of extracurricular work, despite the fact that it requires a lot of effort and time.

Keywords: student scientific conference, project methodology, individualized methods of work, French, cultural competence

TRACK 4 (MS Teams)
SPECIAL SESSION
(13.00-16.10)
Culture and Education: Social Transformations and Multicultural Communication

WORKSHOP 1

(13.00-15.00)

«DIGITALIZATION OF RUSSIAN EDUCATION»

Organizer: Lyudmila A. Vasilenko, Russian Presidential Academy of National Economy and Public Administration, Moscow (Russia), e-mail: vasilenkola@mail.ru
Chair: Elena Nazarova, Moscow State Institute of International Relations (MGIMO University) of the Ministry of Foreign Affairs of Russia, Moscow (Russia), e-mail: helena_nazarova@mail.ru
Moderator: Pavel A. Strunin, Institute of Foreign Languages, RUDN University (Russia), e-mail: strunin-pa@rudn.ru

THE DEVELOPMENT OF DIGITAL EDUCATION AND DIGITAL LITERACY
Elena Nazarova, Moscow State Institute of International Relations (MGIMO University) of the Ministry of Foreign Affairs of Russia, Moscow, Russia,
e-mail: helena_nazarova@mail.ru
Abstract. Based on the concept of a digital turn in sociology proposed by Professor S. Kravchenko, the author, using the example of specific sociological studies of Russian research centers, analyzes the influence of the level of digital literacy of the population on the prospects of digital transformations in society. Digital literacy is considered as an integral indicator, including information, technical, communicative and innovative component. In addition to age and gender differentiation, the level of digital literacy is also affected by settlement and territorial factors, confirming that there is an urgent problem of digital inequality. With the ethical side of information literacy, the situation is also ambiguous. This indicator shows how deeply a person reflects on the information found and used. 45% do not think about the benefits and harms of the information they receive on the Internet. The quality of information also becomes a very revealing factor - the majority of respondents are critical to the information received and its sources. More than 70% admit that the media they have chosen may not always provide information reliably. Unexpectedly, in addition to the social group of people with higher education, the greatest skepticism in this regard is also characteristic of young people. Information literacy of the younger

generation and lower computer literacy of the older generation reveal a deformation of the socialization process due to the emergence of the phenomenon of "spiritual distance" between these generations. Not only the communication system is changing, but also the way of thinking, which is becoming an urgent subject of research not only by sociologists and psychologists, but also by representatives of many related scientific fields. The concept of a digital turn in sociology, suggesting the humanistic basis of the ongoing transformations, could become a methodological basis for a comprehensive study of the social aspects and consequences of digitalization of modern society.

Keywords: Digitalization, a digital turn in sociology, digital literacy

THE DIGITALIZATION OF EDUCATION: THE FORMATION OF SOCIO-DIGITAL HUMAN CAPITAL

Sergey Kravchenko, Moscow State Institute of International Relations of the Ministry of Foreign Affairs of Russia (MGIMO-University), Federal Center of Theoretical and Applied Sociology of the Russian Academy of Sciences, Moscow, Russia, e-mail: sociol7@yandex.ru

Abstract. It is shown that the human capital is developing at an accelerating pace and in a more complex way, largely influenced by the educational process. The digitalization of education allows creating both the social and "digital" bodies of a student, which form the socio-digital human capital. This process has an ambivalent impact: unprecedented social lifts and life chances are opened, but there are negative side effects in the form of dehumanization of social practices. The existing pragmatic trend of the digitalization leading directly and indirectly to such ills as dehumanization, displacement of cultural values and human spirit is considered. The objective of the study is to provide the evidence that the main reason for the negative consequences of the digitalization of education is contained in the principles of formal rationality and pragmatism – most of the challenges to humanism result from the conflicts between the "world" of the digital and human life. The basic results are: due to the digitalization of education students are forming both social and "digital" bodies – there have been substantiated the contours of the concept of the socio-digital human capital. The integral methodology is in demand: the concept of the "body without organs" (G. Deleuze and F. Guattari) and I. Prigozhin's postulate of the "arrow of time" are used to show that the digitalization of education has led to the non-linear effects on the human capital. The conclusion is made about the necessity of the transition of the digitalization of education from pragmatic to the humanistic vector of development. The author proposes a road map for the concrete improvement of the digitalization of the education: the adaptation of the education to the realities of the "global complexity"; the orientation of the strategy of the human capital development to ensure a balance between the social and "digital" bodies; taking into account local cultures and national character of students while teaching ethical topics of using the digital; adapting students to the realities of the "digital" world and the perception of a growing complexity of humanism; preparing

the students for co-functioning with the digital non-human actants; the transition from the administrative to "smart management".
Keywords: digitalization of education, human capital, "digital" body, socio-digital-natural realities, non-linearity, global complexity, "normal trauma", humanism

STUDENTS' COLLABORATION IN DIGITAL EDUCATIONAL ENVIRONMENT AS MEANS OF IMPROVING COMMUNICATIVE SKILLS

Lyudmila S. Chikileva, Financial University under the Government of the Russian Federation, Moscow, Russia, e-mail: LChikileva@fa.ru

Abstract. In recent years due to digitalization, forms of autonomous study in the process of learning a foreign language have changed. In order to make educational process more effective and motivate students for collaboration, students can be encouraged to use online forums. The aim of the research is to make sure, if it is useful to use a forum as a tool for collaboration and motivation of language learners and if it can be used for achieving better results in autonomous study. It presents certain interest to determine if it is necessary to use new digital tools of monitoring students' autonomous work carried out in the process of teaching a foreign language. According to the results of the study, participation in forums is useful for students. The author comes to the conclusion that forums can be used for students' collaboration, for formation of communicative competence and improving their skills in writing and communication. Moreover, forums can promote critical thinking, language learning autonomy, develop communicative competence and enhance the quality of learning. In recent year due to the pandemic Coronavirus, forms of autonomous study are changing. In order to make autonomous work more creative and efficient, it is useful to implement new teaching methods and various forms of autonomous work. Using forums helps teachers and language learners to get in touch out of classroom situations, no matter where they are and what time it is. Language learners can work in collaboration, they can discuss various topics, therefore they can improve their communicative competence. As a result of this work, students have language learning autonomy, their motivation to study foreign languages increases, the quality of learning becomes much better. Nowadays there are many new forms and approaches in implementation of electronic tools for autonomous studies. The forms of teacher-students interaction have greatly changed due to students' isolation because of coronavirus. Teachers are available for students not only at the lessons but also after the lessons. It is obvious that teachers of foreign languages have to face new challenges and find solutions in response to unexpected changes of their teaching plans. The pandemic has changed many aspects of teaching, learning and students' autonomous work.
Keywords: online forums, distance learning, foreign languages

DIGITALIZATION OF THE RUSSIAN MASTER'S DEGREE PROGRAMS IN THE CONTEXT OF DIGITAL INEQUALITY IN THE REGIONS

Ekaterina V.Voevodina, Financial University under the Government of the Russian Federation, Moscow, Russia, e-mail:voevodinaev@gmail.com

Abstract. This paper presents the results of a survey of students and teachers of master's degree programs in the regions of Russia, conducted in 2019 in six Federal districts: North-Western, Siberian, Ural, Central, Volga, and Southern. The purpose of the study was to identify key trends in the development of the Russian master's degree programs. The study of training is based on quantitative methods of sociology-a survey of students, the number of 1140 and teachers of the master's degree, the number of 713. We focused on risks and barriers of digital competences: is an insufficient resource base of regional universities, the digital divide and distrust of the "digital". Differences in the formation of digital competencies in the framework of the hypothesis were associated with the factor of social inequality. Digital competence is understood as the user's confidence and critical approach to the technical use of information society (IST) tools in the field of leisure, work, and social communication. The main indicators of digital competence in the study were: 1) search and process necessary information from various sources, including specialized databases; 2) ability to use information technologies and ensure information security; 3) skills in presenting research results in the form of articles, reports, reports; 4) ability to work with data, including "big" data.Digital inequality in the regions, recorded in 2018 by SKOLKOVO researchers, is reflected in our study using the method of self-assessment of the formation of digital competencies. The North Caucasus, southern and Siberian Federal districts occupy the lowest positions in the digitalization rating "Digital Russia" for 2018. Based on the selected indicators, aggregate indices of digital competence formation based on students ' self-assessment was built. In results study, the lowest index of digital competence formation is noted among undergraduates of the southern Federal districts (index 0.24) and the Siberian (index 0.22 districts). At the same time, students highly appreciate the contribution of the master's degree to the formation of digital competencies. Despite good skills in working with information and ways to find it, undergraduates note a poor knowledge of IT technologies and ways to protect information.
Keywords: digital competence, higher education, digital inequality, Russian master's

POTENTIAL AND RISKS OF ONLINE EDUCATION IN STUDENTS' ASSESSMENTS

Antonina V. Noskova[1], Daria V. Goloukhova[2], Alexandra S. Proskurina[3]
[1,2]Moscow State Institute of International Relations (MGIMO University) of the Ministry of Foreign Affairs of Russia, Moscow, Russia
[3]Financial University under the Government of the Russian Federation
Moscow, Russia
[1]e-mail: a.noskova@inno.mgimo.ru
[2]e-mail: d.v.goloukhova@inno.mgimo.ru
[3]e-mail: a.proskurina@inno.mgimo.ru

Abstract. The digitalization of higher education is a long-term trend that gained momentum during the COVID-19 pandemic as a result of a forced transition to distance learning. This paper analyzes empirical results of an online survey on this

transition. The authors conducted the survey in May-June 2020 among students of several Russian universities, gathering 433 respondents of various educational fields.

The aim of the research is to analyze factors of students' adaptation to digital education, systematize potential risks of switching to a digital format and identify the potential of online learning for higher education. The conceptual framework of the research is based on the following categories: "digitalization of the learning", "adaptation of students to digital education", "attitude to online education", "risks of online education", "potential of online education".

The survey followed a three-level model of attitude measurement: emotional, cognitive and behavioral aspects. Survey form and analysis is based on the idea that students' readiness to switch to distance learning is determined by a set of environmental and personal factors. Environmental factors include the development of the university educational online-environment, the educational policy, the management and internal control system, the corporate culture of the university. Microfactors include students' cognitive and other psychological characteristics, as well as general socio-psychological readiness to innovate. According to the survey results, two groups of respondents can be explicitly identified according to their level of adaptation to digital education. Respondents with a high adaptability score are more positive in their assessments of the potential of digital learning. It is easier for them to adjust to new educational format which they see as a new opportunity, rather than an area of possible risks. Poorly adapted students are more likely to express concerns about the potential risks of distance learning. They have already experienced negative effects like the spread of low-quality content, the shift in focus from acquiring knowledge to getting a graduation, and the weakening of social ties between students which made them more critical. It is concluded that the degree of adaptation to distance learning is formed from the student's deeper beliefs and experience in education in general.

Keywords: higher education, distance learning, adaptation to digital learning, COVID-19 effects, risks of digital education

DIGITAL TECHNOLOGIES IN TEACHING / LEARNING FOREIGN LANGUAGES

Daria S. Zakharova, Lomonosov Moscow State University, Moscow, Russia,
e-mail: dasha-zakharova26@yandex.ru

Abstract. Traditionally education is centered on sources such as schools, teachers and print media. The learners reached the information sources by enrolling with schools, teachers and libraries. Prior to the digital era, information was not accessible by the majority of people, and even those accessed were unable to obtain current information with respect to today's context. Nowadays people live when world is moving from an information society to a knowledge society. Thus, education is given the highest priority and brainpower is becoming the most valuable asset of an organization. Advances in digital technology have opened up many avenues of learning. Technology has made information accessible, transmittable from anywhere

to all groups of people. Education has reached most parts of the world and ICT has become an integral part of human life. With the revolution of technology in the last century, technology is now available everywhere and is incorporated in many aspects of our life.

The use of technologies and digital devices to widen access to quality education is a phenomenon in full expansion, which invites people to reflect deeply on the future of teaching and learning processes. Modern IT devices and various applications have considerably facilitated language teaching and learning for different purposes. Digitalization in education facilitates access to materials and other resources, but at the same time teachers face new challenges, such as identification of digital resources appropriate to their own teaching contexts, as well as designing and implementing activities appropriate to the techno-pedagogical affordances of the modern foreign language classroom. Needless to say that both teachers and students have to acquaint themselves with the new technology.

Due to increasing demands to practical foreign languages teaching students the article examines possibilities to advance the effectiveness of language teaching by means of up-to-date information technologies. This paper examines the issue of using digital technologies in educational process. The paper also describes the impact of digitalization on learning foreign languages. Nowadays the practice of teaching foreign languages uses a wide range of technical means, both stationary and mobile. The author present a list a list of the most popular digital resources for learning such language as English.

Keywords: foreign languages, educational process, information technologies, multimedia

RUSSIAN EDUCATION AND THE NETWORK PARADIGM OF SYNERGETICS

Georgiy G. Malinetskiy[1], Olga N. Kapelko[2]
[1],[2]Keldysh Institute of applied mathematics RAS, Moscow, Russia
[1]e-mail: gmalin@keldysh.ru
[2]e-mail: ganga.puri.mahanirvana@gmail.com

Abstract. We are all already in a new era that is different from previous periods. The situation of countries and peoples has changed dramatically. All life is connected with a serious scale of unprecedented changes and new challenges. An example of this situation is a pandemic with emerging diseases from coronavirus, when quarantine systems were established in various States to save people from diseases.

First, there was a sharp slowdown in population growth on our planet, which was defined by scientists as a global demographic transition to a new situation. Second, according to the forecast of the Institute of applied mathematics of Keldysh, the global population is stabilizing at the level of 10-12 billion people with corresponding changes in demography, economy and energy. The state of the future is directly related to technological changes and education. Technology situations are directly related to the results of scientific research on usage systems. Information has

become a tool for achieving a safer, longer and more prosperous life for all residents, turning into knowledge and science, now perceived by people as a social institution. The use of science when it is obtained for the governance of society helps the development of society and further improvement along with the preservation and expansion of the corridor of opportunities for the whole society. (Ahromeeva T. S., 2013: 32)

The most developed interdisciplinary approach is the theory of self-organization or synergetics (from the Greek language "Universal action") (Malinetskiy G. G., 2013, 248p.) The Origin and development of Synergetics was initially associated with the research of G. Haken. Synergetics has come a very long scientific way since its inception. This action was reflected in the synergetic paradigms that replaced each other. (Ahromeeva T. S., 2013: 32) Synergetics is a science that studies the processes of self-organization of various systems and possible ways to improve situations. Technological situations now include systems of connections that facilitate the interaction of elements that are part of a single system, which allows you to create a common or whole from individual parts.

Keywords: synergetics, digital education, interdisciplinary approaches, network structures, network paradigm

BLENDED LEARNING IN PANDEMIC REALITY: COMBINING ONLINE AND FACE–TO-FACE TEACHING AND LEARNING

Elena V. Kuzina [1], Larisa G. Medvedeva [2], Elena Y. Nadezhdina[3]

[1] Altai State University, Barnaul, Russia

[2] Tomsk State University, Tomsk, Russia

[3] Tomsk State University of Control Systems and Radio Electronics, Tomsk, Russia

[1]e-mail: keepsake27@rambler.ru

[2]e-mail: lg.medvedeva@mail.ru

[3]e-mail: elena.i.nadezhdina@tusur.ru

Abstract Online teaching will no longer simply be an option. Next year, institutions that are unable to offer a blended methodology that seamlessly integrates face-to-face and online teaching will increasingly find themselves left behind until they are simply out of the race. By next year, the emergency measures implemented by educational institutions over recent weeks will have to be fully integrated: solutions capable of providing efficient, complete and fulfilling learning experiences. A challenge for institutions, teachers and students, but one that could add a whole new dimension to teaching, adapting it to a new context, more flexible and, above all, more logical. In every way.

Statistics show that eLearning will become mainstream soon. In recent years, there has been an advancement in technology and increased internet connectivity. While the workforce has hugely adopted technology, the education sector needs recent studies have shown the importance of combining classroom teaching with technology.

One of the main objectives of blended learning model refers to teaching and learning conducted via a combination of face-to-face classroom learning and technology-based online learning approaches, which could be either synchronous or asynchronous or a combination of the two. Both of them aim to enhance and extend the learning opportunities for students beyond classroom learning. The authors of the article try to analyze and investigate the impact of blended learning as an educational approach on the academic performance of students in the context of COVID-19 pandemic and to present the list of open educational resources as effective integration of content and technology for improving the efficiency of teaching and learning courses. The article describes the experience of using a blended learning model with the help of/through information and communication technologies.

One of the effective tools of students' self-study in a foreign language in higher technical school is an application of technologies Moodle. Availability of technologies extends on the educational process. In particular, information and communication technologies give a possibility to the students in the choice of individual training and research. The essential advantage of technologies is a possibility to individualize the process of training by drawing up of tasks and intellectual scope expansion in a speciality, and development of abilities in the field of foreign languages.

Keywords: blended learning; foreign language; information technologies; Moodle platform, pandemic

DISTANCE LEARNING AS AN ACTUAL CONCEPT IN THE FORMATION OF MODERN EDUCATIONAL STRATEGIES

Nadezhda A. Nikulina[1], Valentina S. Mordvintseva[2], Nelli A. Galaktionova[3]
[1],[2]The Industrial University of Tyumen, Tyumen, Russia
[3] Tyumen Higher Military Engineering Command School (Military Institute), Tyumen, Russia
[1]e-mail: general@tyuiu.ru, nadya-nika2006@yandex.ru
[2]e-mail: general@tyuiu.ru, mordvintseva@inbox.ru
[3]e-mail: tvviku@mil.ru, nelli.galaktionova@yandex.ru

Abstract. The article offers the results of research on the concept of "distance earning". The actual understanding of the concept of "distance learning" has gone beyond scientific discursive practices into a live experience of interaction between participants in the educational process and has become an urgent problem in both scientific and everyday life. The purpose of the research is to describe the nominative field of the concept, its peripheral components, which, according to the authors, allows us to understand the problems associated with the introduction of distance learning in the education system, and to analyze possible solutions. Diagnostics of synonyms and antonyms of the concept "distance learning" allowed to describe the place of the concept in actual cognitions that form the expectations of teachers and suggestions of teachers who broadcast educational disciplines online. The objectivity and subjectivity of associations that determine the specifics of the

conceptual field of cognition "distance learning" are natural markers of research that combine theoretical and empirical methods. The effective form of diagnosis is a questionnaire conducted in the context of online learning, based on virtual educational platforms. 300 students of Tyumen universities who are studying remotely due to quarantine (spring-summer 2020) took part in the survey. It was the self-isolation mode that allowed us to have an audience that was suitable for the experiment not only in terms of quantity, but also in terms of quality, since during one academic year the respondents experienced the pros and cons of various forms of education. The results of the survey indicate the need to prepare important organizational decisions through the use of speech strategies based on cognitive research; as well as the importance of speech diagnostics of current problems that are verbalized and become part of the information, psychological and cultural field of modern man. The authors ' conclusions are related to the prospects of using the capabilities of cognitive science in the practice of both higher and secondary education, as well as in the sphere of interaction of administrative management structures with performers and consumers of educational services. To understand the prospects of research of this kind, it is important that modern linguistic science allows to record the attitudes, moods, likes and dislikes of different audiences on different occasions and simultaneously harmonize the present and even the future of society, including hot topics in the field of scientific reflection and attracting professionals to the discussion.

Keywords: distance learning, distance education, concept, cognitive analysis, educational strategies

DIGITAL TECHNOLOGIES AND NEW SOLUTIONS IN EDUCATION: CHALLENGES AND OPPORTUNITIES

Olga I. Morozova[1], Anna V. Semenikhina[2], Daniil S. Morozov[3]
[1, 2]Orel State University named after I.S. Turgenev, Orel, Russia
[3]National Research University Higher School of Economics, Moscow, Russia
[1]e-mail: 777olia09@mail.ru
[2]e-mail: av-sem1509@mail.ru
[3]e-mail: daniil.morozov.2014@mail.ru

Abstract. The technological revolution against the backdrop of a global pandemic has made serious changes in all spheres of life of the modern society, accelerated and exposed already established trends. The need for global social development has set the vector of incessant modernization and digital innovation, dictating new requirements for a person and his life-supporting social structures. These changes have captured the educational sector, setting new tasks for it, the implementation of which depends on the use of digital technologies and introduction of new solutions. Transformational processes in education are taking place all over the world, but in our country attention to their use is changing in waves, which requires serious analysis and discussion. Substantiation of the importance of using digital technologies in the education transformation system, the need to develop its new paradigm and determines the relevance of the study.

The purpose of the study is to reveal the features of the development of a new paradigm of education, the formation of new competencies of a well- educated, motivated person living in the world with high uncertainty, updating the planned educational results, methods and technologies of educational work, as well as improving the system for assessing the results of each student in rapidly developing digital environment based on the implementation of digital technologies and new solutions in the field of education.

The proposed results will provide a transition to new principles, functions and technologies of education in the context of digital innovative development, aimed at the formation of modern human competencies of the XXI century and creative abilities, allowing to apply existing knowledge in the dynamic environment of a digital society.

The proposed research is based on modern scientific theories related to advances in digital transformation, practices of leading universities of the world and the experience of leading high-tech companies.

The obtained results can be used in the process of forming a modern educational trajectory for the training of Russian specialists for each of the sectors of the economy, possessing analytical and cognitive abilities, skills in using digital knowledge to solve specific problems at the micro-, meso- and macro levels.

Keywords: new solutions, digital technologies, education system

NEW ASPECTS OF THE DEVELOPMENT OF THEATRICAL AND EDUCATIONAL COMMUNICATION IN THE DIGITAL ENVIRONMENT AND THEIR INTERACTION IN MODERN CONDITIONS

Olga A. Alekhina[1], Maria A. Malykhina[2], Lydia E. Ukolova[3]
[1],[2],[3]Moscow Aviation Institute (National Research University), Moscow, Russia
[1]e-mail: olyad25@mail.ru
[2]e-mail: maryl-u@yandex.ru
[3]e-mail: bos7979@yandex.ru

Abstract. The study is devoted to the investigation of new aspects of the development and features of interaction between theatrical and educational communication in the digital environment and their impact on intercultural interaction.

The authors have considered new properties and features of the appearance of theatricality elements in the educational process, as well as the acquisition by theatrical art of educational function in the digital space. This became possible due to changes occurring in the development of Internet technologies and increasing intensity of intercultural communication.

The analysis of properties of theatrical and educational communication has been carried out, new aspects connected with active use of Internet technologies and influence of external conditions have been revealed.

It was noted that in the modern world the educational process acquires some features of theatrical production, and theatrical art performs an important educational

function. In addition, both educational and theatrical communication interact and acquire new characteristics.

As noted by the authors, in modern reality, the use of digital format of communication by institutions of art and education has not only become in demand, but also had a strong impact on intercultural interaction, improving the level of education of audience, provided an opportunity to connect with the best examples of world culture. In addition, it is the multi-level dialogue of communicators and recipients that allows for the interaction of the educational process and theater in modern conditions.

Keywords: Intercultural communication, theater communication, educational communication, digital space

DIGITAL TECHNOLOGIES IN THE HIGHER EDUCATION SYSTEM - PROBLEMS AND PROSPECTS

Emma Sharyan [1], Irina Karimova [2]
[1,2]Moscow Polytechnic University, Moscow, Russia
[1]Moscow Region State University, Moscow, Russia
[1]e-mail: sharyan-emma@mail.ru
[2]e-mail: irinland@yandex.ru

Abstract. The tasks facing the higher education system, as part of the transformation of the world community to the global digital economy, are tightly related to the opportunities and limits of modern digital technologies, as well as the very appropriateness of their use in the learning and socialization of students. The practical application of all the digital technologies used in educational activities has revealed both their clear advantages and serious limitations and threats. The introduction of digital technologies applied in the higher education field should always be accompanied by a serious analysis of the need for their application, taking into account the maximum use of the advantages and leveling of the existing limitations and disadvantages of the educational process digitalization. The experience of higher education institutions applying all forms of online learning, from the development of online MOOCs (Massive on-line open courses) to webinars in individual modules or disciplines, as well as the development of blended learning, should be taken into account and analyzed. to assess the success of the formation not only of general professional and professional competencies, but also from the point of view of socialization and education of students, the development of the necessary communication skills. Obviously, the existing information technology platforms serve, first of all, the goals of organizing the educational process, while education in its essence is a broader concept that includes the learning process itself, upbringing, socialization - that is, the transfer of a whole complex of knowledge, abilities, skills, experience and value attitudes. The use of digital technologies in educational activities should be aimed not only at the formal transfer of knowledge, but also become part of the system of education and socialization of students. At the same time, the use of modern digital technologies in education serves as a powerful incentive to increase the computer literacy of the population as a whole, as well as

to involve in the educational activities of universities not only the audience of students receiving their first higher education, which is familiar to them, but also to expand the audience due to older participants who receive knowledge in additional education programs, where digital educational platforms can also be successfully used. In addition, the digitalization of education literally erases boundaries, expands the geography of participants in the educational process, which also imposes certain requirements on the formation of training programs, the selection of educational materials and technologies. The choice of a university for education will now be to a lesser extent related to its geographical location, and the brand of the university, its approach to the educational process, the content of curricula, the qualifications of teachers, as well as the possibility of forming an individual educational trajectory taking into account the interests of students are coming to the fore.

TRACK 4 (MS Teams)
SPECIAL SESSION
Culture and Education: Social Transformations and Multicultural Communication

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WORKSHOP 2

(15.10-17.10)

«SOCIAL, POLITICAL AND ECONOMIC CONTEXT OF THE MODERN TRANSFORMING SOCIETY»

Organizer&Chair: Svetlana A. Sharonova, Institute of Foreign Languages, RUDN University (Russia), e-mail: sharonova-sa@rudn.ru
Moderator: Pavel A. Strunin, Institute of Foreign Languages, RUDN University (Russia), e-mail: strunin-pa@rudn.ru

HUMAN CAPITAL AND DIGITALIZATION OF PUBLIC LIFE IN THE PUBLIC OPINION OF RUSSIAN RESIDENTS

Nataliya M. Velikaya,[1]-[2] Tatyana V.Velikaya[3],
[1]Institute of Socio-Political Research of the Russian Academy of Sciences (ISPR RAS),
[2]Russian State University for the Humanities, Moscow, Russia, e-mail: natalivelikaya@gmail.com
[3]National Research University Higher School of Economics (NRU HSE), Moscow, Russia, e-mail: tvelikaia@yandex.ru

Abstract. The article is devoted to the risks, problems and prospects of digitalization of Russian society in the context of public opinion of Russians.

Based on the human capital theory and using data from specific sociological studies of the Center for Strategic social and political studies of the ISPR RAS, the authors link the success of digitalization and the formation of an innovative economy in Russia with the level of human capital development and with the willingness of the population to learn new social practices of the information society.

We consider some indicators of the level of human capital development based on the most well-known international ratings and indexes (as Education Index, Human development Index, Knowledge Economy Index, Global Innovation Index, E-Government Development Index), the dynamics of which allows us to conclude that the quality of human and intellectual capital in Russia is declining. It is connected with ambiguous reforms is school and higher education which lead to lowering the quality of education and, therefore, to decrease in the indicators of nation's intellectual potential.

Showing the level of prevalence of digital technologies and communications in society, we draw attention to the weak use of digital technologies in everyday economic practices of people and in political practices.

Despite the high level of Internet coverage and the high level of digital literacy of Russian citizens, digital technologies are mainly used in the field of consumption and entertainment, maintaining healthy and sports practices, gradually moving into the field of additional education, which one way or another is connected with private life.

Despite the General very positive attitude to the spread of digital technologies, the digitalization of the formal political process is slow and is not supported by the majority of the population, which is also reflected in the low level of e-democracy development in the country.

The level of awareness and support of Russian citizens for national projects, most of which are aimed at improving the efficiency of the public system in the development of an innovative economy, cannot be considered high. Such low public awareness of these projects can be explained by a rather high degree of alienation of the people from the government and a low level of trust in the government in general.

The success of social development will be determined by the quality of human capital, the development of which implies the creation of a specific environment for its support and appropriate political decisions.

Keywords*: human capital, innovative economy, information technologies, digitalization, public opinion

SOCIAL SPACE OF DIGITAL MEDIA COMMUNICATIONS: A MULTILEVEL MODEL OF MEMES DIFFUSION

Felix I. Sharkov[1] , Vladimir V. Silkin[2]
[1]Moscow State Institute of International Relations (MGIMO University) of the Ministry of Foreign Affairs of the Russian Federation, Moscow, Russia
[2]The Russian Presidential Academy of National Economy and Public Administration, Moscow, Russia
[1]e-mail: sharkov_felix@mail.ru
[2]e-mail: vv.silkin@igsu.ru

Abstract. Media communications are considered in various dimensions: social space, social networks, personal space. Researchers of social networks therefore, discovered a social phenomenon appearing as a result of the combined use of several Internet applications, in contrast to communications in the "early Internet", which had very limited opportunities for interactive communication. The modern Web 2.0 network provides the ability to autonomously generate and publish various types of materials by those who have access to the network, by integrating the capabilities of blogs, social networks and other tools. In the context of such generation there are considered social technologies of content production and consumption based on the theory of prosumerism. In the communicative model, a prosumer is a communicant who takes an active part in the production and consumption of a particular content (including the production of meaningful information for its own use). The sequence

of operations applied in this case allows to optimize the use of various elements of the surrounding media environment (as a kind of social environment) is a technology of affordance, which is offered in the author's interpretation.

The generated content is considered in the form of a unit of cultural information called a meme. Meme (from Ancient Greek "mimetes" – "imitator").The term "meme" is widely used in social networks to describe an information item that is disseminated through communication between people on social networks. Memetics is knowledge based on the theory of evolution by Charles Darwin, which is at the intersection of pseudoscience and science, since the theory of coding cultural and behavioral information in memes cannot be confirmed by research, tests and experiments. Memes are the cultural counterpart of genes, referring to any reproducible messages that convey cultural information from individual to individual.

Research objectives. To define the role of media communication that saturate the social space, as well as ways of spreading new meanings in the digital space through a unit of information (called a meme), which is transmitted through communication between people in social networks, as well as consider the features of the formation of a multi-level model of meme diffusion.

Methods. In the networked space, technological and social changes merge, various spheres hybridize with each other. The formation of new media communications requires a combination of methods of working with various content: digitalization (dematerialization of images, sounds, documents); convergence (different types of content are brought together on one platform); determination of the communication vector (unlike traditional media, digital media are not unidirectional and centralized); hypertextualization (content is distributed non-linearly, but it can be personalized); social dynamics record(the manifestation of the relevant content fragments on Facebook, Twitter or other networks is considered); enabling interactions (users have the ability to interact with the content).

Conclusion. The social space of media communications, formed on the platform of the "second generation Internet – Web 2.0", consists of such major platforms for publishing content as Blogger, Facebook, YouTube, other social networks, services (for example, Wikipedia), portals for posting photos, audio or video. The main idea of these tools is the ability to interact with other users or receive content that enriches the Internet experience. At the same time, it is argued that units of cultural information are subject to mutual diffusion on platforms of different levels. These prerequisites allow us to say that such communication develops its metacommunicative and relative aspect and leaves the instrument of reflection in the background. The Web 2.0 user is undergoing a transformation, turning from a simple spectator to a director, and new media, in fact, contribute to the development of a sense of belonging or, under certain circumstances, the opposite state – alienation and isolation. Thus, humanity is entering a new evolutionary stage where everything becomes instrumental: user participation, use and transformation of content based on combination with units of information (memes).

Keywords: social space, media communications, meme, diffusion of memes

ASSESSMENT OF THE ORGANIZATION OF INTERACTION BETWEEN AUTHORITIES AND STAKEHOLDERS IN SOCIAL MEDIA BASED ON WEB ANALYTICS METRICS

Alexandr V. Gubanov[1], Vitaliy V. Zotov[2]

[1]Russian Presidential Academy of National Economy and Public Administration, Moscow, Russia,

[2]Moscow Institute of Physics and Technology (National Research University), Moscow, Russia,

[1]e-mail: aleksandrgubanov1@mail.ru

[2]e-mail: om_zotova@mail.ru

Abstract. The digital transformation of public administration presupposes the achievement of a qualitatively new level of transparency of regional authorities in the space of public communications. Social media play an important role in shaping this space. In this regard, the need for an advanced analysis of the existing regional practice of using network platforms from the standpoint of interaction between government agencies and network actors is actualized. The purpose of the study was to analyze the basic indicators of user activity and their interest in content that is published by the authorities in their official accounts. Analysis of official accounts was carried out on the basis of web analytics metrics (S_i as the sum of likes, reposts, comments) for the content published by the authorities for a fixed time period using the example of official groups and publics of the Administrations of subjects RF in the Central Federal District.

The study showed that the most promising from the point of view of organizing the interaction of regional authorities with interested parties, it is advisable to include the social networks "VKontakte," "Odnoklassniki" and Instagram. These networks are leaders in almost all assessed indicators. The predominance of these network platforms, along with their popularity among the population, is also explained by the fact that the functionality they present is most suitable for solving the tasks of 1) informing citizens about the most relevant management issues and measures implemented, 2) providing feedback, 3) consolidating the network community when discussing socially significant problems.

Social networks are both informing citizens about the activities of government agencies, and informing officials of the most acute social problems of citizens. In practice, this can be expressed in the simultaneous use of accounts in several social networks in the work of one state structure and active two-way interaction with citizens. Unfortunately, this approach has not developed in all the regions studied. In this regard, the task of generalizing the existing experience is particularly relevant, as well as forming recommendations on improving social media activities that are acceptable to all subjects of the Central Federal District.

Keywords: social media, network communities, public communications space, authorities, stakeholders

CRISES IN THE DIGITAL SOCIETY, EDUCATION AND THE CONNECTION TO NATIONAL SECURITY

Georgiy G. Malinetskiy[1], Olga N. Kapelko[2]

[1],[2]Keldysh Institute of applied mathematics RAS, Moscow, Russia
[1]e-mail: gmalin@keldysh.ru
[2]e-mail: ganga.puri.mahanirvana@gmail.com

Abstract. Major shifts and changes have occurred around the world, before global climate change, associated with warming and rising ocean levels, melting Greenland ice and slowing the flow of the Gulf stream. Russia is a Northern country, but warming should improve living conditions in Moscow and the regions. Creating strategies for the future will help improve your overall life. All other forms of social existence – economy, science, culture, defense, politics, and security-depend directly on technology, and the use of technology is linked to the quality of education. Life directly depends on the technologies used and education of people from childhood and better for life. Residents must learn how to create, use and apply the necessary technologies.

Our country has been great for many centuries. Now the state has been weakened with many problems, it needs to return to the state of its greatness. If at the beginning of the twentieth century people still felt part of nature, but gradually began to move into the world of machines, now people are moving to the Internet and, as a result, are returning to the world of people.

The theory of post-industrial development was created by Daniel Bell, a sociologist from America, who was connection with the history formulated through three periods: pre-industrial, this is before the twentieth century, industrial - this is the twentieth century and post-industrial, which is now a transition period of leading countries. Daniel created a forecast of problems that will be solved in the new state of development.

The creation of computers led to the fact that people began to use them more and more, to the point of permanence. This created computerization, which opened up the rapid development of virtual reality. Computerization is used by a lot of people in their own lives, it has led to a catalyst that accelerates the current transition to a new era.

The coronavirus pandemic has increased the General state of crisis that affects changes in people's lives in General, and has significantly increased overall Internet use.

Keywords: Digital education, digitalization, educational strategy, interdisciplinary approaches, modeling of educational systems

DATAVEILLANCE SOCIETY: UNEXPECTED CONSEQUENCES OF DIGITALIZATION FOR SOCIAL ENVIRONMENT

Daria Karpova, Moscow State Institute of International Relations, MGIMO-University, Moscow, Russia, e-mail: d.karpova@inno.mgimo.ru

Abstract. The article emphasizes that personal data has converted into a new type of oil in modern world. The process of collecting data has changed people's

consumption practices and economy as a whole. Almost all aspects of a person's physical and mental functioning are constantly measured and monitored by all kinds of devices such as smart watch, smart toys, smart televisions etc. Being smart means that device is connected to the internet, can talk to you, help you and gather personal data. Some social scientists call such all-seeing Panopticon as "surveillance capitalism" system but the authors prefer digital metamorphosis of society best. It is shown in the article how personal data becomes a commercial commodity today and is exploited by big commercial companies for their profit. The author uses in that case the term dataveillance which refers to the process of monitoring and collecting data as well as metadata. Dataveillance is concerned with the continuous monitoring of users communications and actions across various platforms or bank accounts. It is worth adding in most cases people are being informed about how their personal data can be used and agreed to terms and conditions and privacy policy concerning third-party use. The purpose of the study was formulated as a validation of the need for investigation of digitalizing dataveillance society and its consequences in social sphere. Using theoretical and methodological approaches to the study of data-driven society the author shows how technophobia is expressed in latest questionaries' by the Monitoring of Public Opinion. The author draws the attention to the very controversial fact that many people who use digital technologies best understand they are being watched and listened but still continue consuming smart devices. According to Edison Research Smart Audio Report, seven-in-ten smart speaker owners use their device daily despite common concerns around security and privacy, while those same factors are leading reasons non-owners have not acquired a device. At the same time it is alerted in the text the need for an adaptation both of social practices and social research to such dramatic social digital metamorphosis and studying its dehumanizing consequences for social environment.

Keywords: dataveillance society, digitalization, unexpected consequences, cybersocialization, surveillance capitalism

TRANSFORMATIONAL OPERATIONS IN DECODING ARMY JOKES IN UNOFFICIAL MILITARY DISCOURSE AS A REFLECTION OF HEURISTIC MECHANISMS OF EMPIRICAL OBSERVATIONS

Marina V. Laskova[1], Lyudmila M. Zholos[2], Luis Casais Martinez[3]

[1,2]Southern federal university, Rostov-on-Don, Russia
[3] University of Vigo, Pontevedra, Spain
[1]e-mail: mvlaskova@sgedu.ru
[2]e-mail: zholos@sfedu.ru
[3]e-mail: luisca@uvigo.es

Abstract. A lot of research has been carried out to identify the specifics of the military discourse in different approaches, but there have been insufficient studies into the peculiarities of functioning of military discourse at a colloquial level. The article is focused on the profound analysis of decoding army jokes within military context operating in colloquial speech. With the occurrence of the Internet, the joke has gained even more popularity, representing international content. The object of

the study is the institutional military discourse expressed in informal communication. The subject of the research is the linguistic and translation peculiarities of the army jokes. We have analysed the examples of army jokes and figured out the possible difficulties that a translator/interpreter can face taking a particular translation decision. This required the implication of the method of content analysis and description. It is pointed out that "army jokes" are traditionally transcoded using a variety of translation transformations based on both linguistic and extralinguistic contexts, often appealing to the pragmatic adaptation of small-format texts. We found that the most common features of army jokes are pragmatic expressiveness, psychological function of the perception of the world due to phenomenon of individual comprehension by representatives of different cultures. When translating the jokes we should bare in mind all the peculiarities of the original text to convey the full meaning on the one hand, and follow the norms of the translated language, on the other. Among translation transformations we could distinguish the following of then: modulation, semantic rearrangement, grammar substitution, contextual replacement, compensation. The stylistic device of pun is found the most difficult for decoding taking a special place in the theory of translatability and translation practice, falling into the list of 'untranslatable' phenomena, therefore a translator has to resort to the method of replacement or even compensation. Thus, we can assume that rarely enough in translation practice it is possible to preserve the semantic (denotative, significative), syntactic structure of the statement and the pragmatic level of the utterance.

Key words: discourse, military discourse, army joke, decoding, transformation

DIGITAL SOCIETY IN THE CONTEXT OF TRANSFORMATION OF THE MODERN MEDIA SPHERE

Olga I. Molchanova, Saint Petersburg state University of Economics, Saint-Petersburg, Russia, e-mail: moi.2012@bk.ru

Abstract. Purpose: The purpose of this study is to analyze existing interpretations of the digital society and determine its main characteristics. Methods: The modern social system requires an interdisciplinary research approach. The study of digital society in the context of the transformation of the modern media sphere involves the method of interdisciplinary analysis and synthesis. The work used methods of logical analysis, description, and generalization were used. Results: Agreeing with existing statements, we note that the concept of the information society has not lost its relevance, continues to develop and acquires new characteristics in connection with the processes of digitalization. Given the fact that information is one of the most important needs of a person, it should be borne in mind that a balance is important: a lack and an overabundance of information can lead to negative consequences. The result of these changes is a digital society that is characterized by many contradictory phenomena. And the first of them is the confrontation between the concepts of "information" and "knowledge", in connection with which, since the second half of the last century, discussions have not ceased about what information has value and what can be considered knowledge, in which case

information passes into the category of knowledge.

At the same time, it is impossible to deny the significant influence of mass communications on the psyche of consumers of any age, which forms the agenda, universal values, and personality-forming factors. A new type of personality is being formed — the Informational Person (Homo Informaticus), who lives in a fundamentally new society based on knowledge.

In modern conditions, when the sensitivity of society to information is high, we can note the negative factor of socio-psychological influence on each individual. Morality, ideology can be destroyed under its influence. At the same time, the availability of information must grow and contribute to the growth of human intelligence.

Keywords: digital society, digitalization, information space, media convergence, Homo Informaticus, media sphere

EXPLORING NECESSITY OF SMART MANAGEMENT FOR MILLENIALS IN DIGITAL SPACE

Elizaveta Oleynikova, The Russian Presidential Academy of National Economy and Public Administration, Moscow, Russia, e-mail: liz.oleynikova@gmail.com

Abstract. Millennials are the generation that leave jobs and migrate in digital space, becoming digital nomads much more frequently than other generations. They show a lack of loyalty to employers (PWC's NextGen,2013) and that is why they are more likely to choose self-employment or remote work. Millennials as a significant part of the global workforce are becoming less available for modern corporations and less 'manageable' for the government.

This research aimed to understand millennials' organizational behavior and explore "smart management" options for optimization of Digital Nomads work and integration of them into the regulated part of the economy. Research strategy included both theoretical analysis of academic and corporate research and empirical data analysis. Theoretical analysis showed that the digital employment market has been growing since the end of XX century and it is enough evidence to reveal that Millennials represent the huge part of Digital Nomads. It represents the part of the modern shadow economy. It is an obstacle for "smart management" implication. The empirical part of the research included thematic data analysis of in-depth interviews with 17 Millennials (10 women and 7 men) with different cultural backgrounds: British, American, German, Jordan and Russian. Gender and cultural mentality did not affect research results significantly. It was founded that Millennials have common generational values: value of time, desire to make a difference, care for ecology and society, collaboration, value of feedback on work performance. Millennials also value a work-life balance and if an employer cannot provide opportunities for that 'balanced' lifestyle, they will not stay long in the company. Self-identification crisis and anxiety caused by the VUCA (Volatile, Uncertain, Complex, Ambiguous) world force them to change jobs frequently and migrate to the digital space. They constantly seek for new opportunities for growth as professionals to relieve the anxiety. However, modern organizational structures

cannot offer a clear promotion system and motivational strategy. That is why Millennials need "smart management" for effective functioning in the digital society. The further research on the influence of Millennial generational traits on remote work performance during COVID-19 pandemic, it is crucial for a "smart management" strategy development.

Keywords: Millennial, Freelancer, Digital Nomadism, E-lance Economy, Digital Labour Market, Smart Management

HYBRID EMPLOYMENT AS A TOOL FOR INCREASING THE ATTRACTIVENESS OF THE CIVIL SERVICE FOR YOUNG SPECIALISTS

Olesya V. Shirokova [1], Danil P. Makhnitskiy [2]
[1,2]Institute of public service and management of the Russian Presidential academy of national economy and public administration, Moscow, Russia
[1]e-mail: ov.shirokova@igsu.ru
[2]e-mail: d.makhn@ya.ru

Abstract. The Covid-19 pandemic has led to a serious change in labor organization processes all over the world. Russian organizations, public and private, in various lines of activity, were no exception, actively making use of and adapting new tools and formats of work activity under epidemiological restrictions. In particular, hybrid employment became one of such tools.

The aim of this essay is a thorough analysis of hybrid employment, and the substantiation of the possibility of its continuation after the end of the Covid-19 pandemic in order to form an attractive image for Russian government service.

In our research we employed a SWOT analysis of this particular tool, studied the changes introduced into the legislation of the Russian Federation regarding the character of the labor organization, and determined hybrid employment's place in the motivational and general systems of management for governmental organs.

In addition, in the preparation of this article, 83 federal and regional government civil servants were polled about the effectiveness of the organization of a remote workplace by organs of the government of the Russian Federation during the Covid-19 pandemic.

The data obtained through our polling and research allow for the following assertions:

- over the course of the Covid-19 pandemic, a desire for change in work structure and the implementation of new tools developed within the professional community of Russian state servants;

- hybrid employment is on the list of tools that government civil servants want to see introduced, and the practical implementation of this tool in Russian institutions will not meet substantial legislative restrictions or organizational and technical difficulties;

- hybrid employment as a workforce tool could serve as a motivating factor for the retainment of those that already work in the state organs, and also as an advantage in the choice-making process for candidates searching for a future place of work.

COVID-19 «INFODEMIC»: THE CASE OF THE IBERIAN PENINSULA

Georgy Kutyrev¹,²
¹National Research University Higher School of Economics (HSE),
²Peoples' Friendship University of Russia (RUDN University), Moscow, Russia,
e-mail: kutyrevgeorge@gmail.com

Abstract. The coronavirus pandemic (SARS-CoV-2 or COVID-19, 2019-nCoV), which, according to the Chinese office of the World Health Organization (WHO), began to spread from Wuhan no later than December 2019, now has secured its place among global security challenges. Scientists are trying to develop a vaccine against the 2019-nCoV virus, and WHO is helping them. According to the Nature magazine, in April 2020, more than 90 vaccines against SARS-CoV-2 were in the development of a number of pharmaceutical companies (for example, Moderna, Pfizer, Johnson & Johnson, GlaxoSmithKline) and research groups at universities around the world. Researchers tested various technologies, some of which had not previously been used in licensed vaccines. For example, creating a vaccine based on the DNA or RNA of a virus. These methods are very tempting because they can produce a vaccine in three months. But so far they have not proved their effectiveness.

In some countries, at first, there was significant progress in the fight against the pandemic COVID-19 (Italy, France, Spain), while in others (Brazil, Argentina, Peru) it reached monstrous proportions. However, as soon as the authorities began to weaken the quarantine regime (June-July 2020) and life began to return to a normal rhythm, new outbreaks of SARS-CoV-2 appeared with the beginning of autumn, marking the "second wave". The WHO accepts that for 11 nations in Europe there is an especially hazardous circumstance, a huge flood, which, without control, will by and by place wellbeing frameworks in Europe on the edge of the pit. The situation was largely complicated by the Schengen rules, which regulated the abolition of border controls at internal borders and the resumption of the tourist season from July 1, 2020.

An «infodemic» is an overabundance of information that occurs during an COVID-19 epidemic. As it was mentioned in September 2020 by the WHO organization the Coronavirus disease (COVID-19) is the first pandemic in history wherein which technology and social media (LiveJournal, LiveInternet, Twitter, Facebook, ect.) are being utilized for an enormous scope to guard individuals, educated, gainful and associated a similar time, the innovation we depend on to keep associated and educated is empowering and intensifying an infodemic that keeps on sabotaging the worldwide reaction and imperils measures to control the pandemic. During pandemic time, more so than in normal life, people need accurate and correct information to adapt their behaviour.

In this paper, we will try to outline some trends in the fight against the pandemic within the countries of the Iberian Peninsula, special attention will be paid to

information coverage of this process and misinformation (fake news phenomenon). This makes it difficult for people to find reliable resources and reliable guidance when needed.