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Native Phraseological Units Containing Colorative Component In The English And Turkish Languages

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Abstract

The article is devoted to the etymological study of native phraseological units containing colorative component in the English and Turkish languages connected with the culture-bound items and events in the history of the language bearers. The main aim of the investigation is to reveal general and specific peculiarities of the phraseological units of the group under study from the point of view of their origin in the comparative aspect. A short overview of works devoted to the study of phraseological units with colorative component as well as to the determination of native phraseological units is presented in the introduction. In the main part, by using actual material taken from the dictionaries, phraseological units which owe their appearance in the language to some definite culture-bound items and events in the historical development of peoples – the English and Turkish language bearers are examined. The English and Turkish phraseological units which have emerged in the languages during a rather long period of time (especially in the English language) are under analysis. All cited facts are valid and are taken from authoritative dictionaries. Both general and specific etymological peculiarities of the phraseological units under investigation are revealed in the languages being compared as a result of the research which was carried out.

Keywords: phraseological unit (PU), etymology, culture-bound items, native phraseological units, borrowed phraseological units.

Introduction

Phraseological units with colorative component in the English language were studied in the dissertations of A. I. Burlak [1], N. N. Repnikova [2], E. V. Shevchenko [3]. The main aim of their investigations was to find out the symbolic meaning of colorative lexemes and its influence on the transferred phraseological meaning of the PUs under study.

As far as Turkish phraseological units with colorative component are concerned, they were partly investigated in the Magister dissertation of M. Meskhoidze [4], and in the dictionary of the Turkish language compiled by D. Karakurt [5]. It is important to stress the fact that in the dissertation of M. Meskhoidze the sources of Turkish and Kirghiz phraseological units were investigated as well as the attitude to the notion of color in the Turkish and Kirghiz cultures. On the whole, we may state that the influence of the symbolic meaning of some names of color on the PU transferred meaning in the process of coining such units as well as the colors actively participating in this process and the etymology of some Turkish phraseological units under study were partially analyzed.

Phraseological units with a colour component in such typologically unrelated languages as English and Turkish have never been the object of a contrastive thesis research before. In the dissertation of I. A. Byiyk [6] the author represents quite a wide and idiosyncratic group of elements with their own distinctive features that are quite often used in speech. One of the main subject matters of the research is the semantic characteristics of the English and Turkish phraseological units containing colorative component in terms of motivation of their meaning, their occasional functions and interlingual equivalences. It is for the first time in the linguistic literature that the results of the experiment with the informants, native

English and Turkish speakers, conducted to study different types of occasional transformations of the phraseological units in the contrasted languages, have been featured and analyzed. With consideration to the achievements in the theory of phraseology at the current stage of development of the science of language, isomorphic and allomorphic features of the motivation of the phraseological meaning of phraseological units containing a coloronym component have been discovered as part of contrastive analysis and the types of equivalences of phraseological units in the English and Turkish languages have been defined. The research also determines interlingual equivalences of the English and Turkish phraseological units containing a coloronym component, as well as to define and characterize the English and Turkish equivalents and counterparts; and the methods used to translate the English non-equivalent phraseological units containing a coloronym component into the Turkish language.

A comprehensive and deep study of the entire phraseological stock of any language and its subsystems is impossible without etymological study of its components, i.e. phraseological units. A significant contribution to the study of the etymology of phraseological units of terminological nature in English was made by L. P. Smith, who compiled a collection of idiomatic expressions greatly exceeding both in volume and in diversity, all the collections of stable word combinations existing at the time. In his book "The Phraseology of the English Language", the researcher examines in detail the English PUs, and the sources of their formation.

In his etymological analysis, L. P. Smith refers only to one criterion - the sphere of human activity. According to his point of view, idioms that are based on metaphorical transference of meaning appeared in professional speech because each kind of human activity has its own vocabulary (and special terminology as well). His division of native idiomatic expressions of terminological nature according to the source of their origin and the sphere of human activity (for example, related to navigation, military sphere, sports, agriculture, hunting, etc.) is considered to be quite traditional.

A great linguist A. V. Koonin devotes an entire chapter of his monography to the study of the problem of the origin of phraseological units of modern English. Rightly pointing out the diversity of the origins of English PUs, the researcher defines two classes: native English PUs and PUs borrowed from other languages. Among native phraseological units A. V. Koonin distinguishes stable and transferred units of non-terminological nature, connected with the traditions, customs and beliefs of the English people, with some historical facts, realities and legends; PUs of terminological origin, as well as phraseological units, which owe their appearance in the language to some outstanding figures of the English culture, primarily to W. Shakespeare [7].

"Brewer's Dictionary of Phrase and Fable" also presents a great wealth of etymological data for researchers [8]. Its most important contribution is collecting historical facts referring not only to the history of Britain but also to the peculiarities of development of the USA and the former colonies of the British Empire. Therefore, in our research of the etymology of English phraseological unit with colorative component we apply to the data presented in these two authoritative dictionaries. As far as Turkish phraseological units are concerned, the etymological data are taken from the dictionary "Atasözleri ve Deyimler Sözlüğü" [9], written by a well-known Turkish linguist; and "English-Turkish Etymologic Dictionary", "İngilizce-Türkçe etimolojik sözlüğü" [10].

Methods

Thorough study of the etymology of native phraseological units with colorative component demands using different methods of investigation.

First of all, etymological analysis is of great importance in finding culture-bound items and events in the history of the language bearers. Secondly, comparative method is considered to be invaluable while comparing phenomena of two languages belonging to different language families. We also apply

structural-grammatical analysis to research the connection between the direct meaning of PU prototypes based on culture-bound items and events of two language bearers (which are in fact word combinations), and the phraseological units' transferred meaning.

Phraseological units for the research were chosen from English and Turkish phraseological dictionaries by using sampling method. We apply A. Koonin's definition of phraseological unit in our work: "Phraseological units are stable word combinations with wholly or partially transferred meaning" [7:16].

Results

The results of our research show that a group of native English and Turkish phraseological units is based on some culture-bound items and events in the history of the language bearers which, on the whole, present a rather varied picture of different historical facts and events. Let us present some vivid examples.

The PU "the Black Prince" naming 'Edward, Prince of Wales (1330-76), and the eldest son of Edward III' appeared because of the fact that the Prince of Wales was "popularly supposed to be so named from his black armour. The name does not appear to have been used before the latter part of the 16th century, and first appeared in writing in 1569" [8:151].

The unit "the Oxford Blues" with the meaning 'the Royal Horse Guards' appeared in the second half of the 17th century. "The Royal Horse Guards were so called in 1690, from the Earl of Oxford, their commander, and the blue uniform, which dates from 1661" [8:988].

The historical event in 1725 when six companies of clansmen loyal to the king were raised and were stationed in small detachments to keep watch on the Highlands and the clans of Scotland is considered to be the basis of the phraseological unit "the Black Watch". "Their tartan was dark, and their name, which was coined from a combination of this and their function, was used to distinguish them from the English troops performing the same duty. These companies later became the 42nd Foot and subsequently the Black Watch (Royal Highland Regiment) [8:1126].

The stable expression "black Friday" is connected with three events in the history of Britain and one in the history of the USA. "Among the most notable days so called are: (1) 6 December 1745, the day on which the news arrived in London that the Young Pretender had reached Derby; (2) 11 May 1866, when the failure of the London bankers Overend, Gurney & Co. caused widespread panic; (3) in the USA, 24 September 1869, when many speculators were ruined by the Government's release of gold into the open market in order to bring down the price, which had been forced up by stock manipulators; and (4) 15 April 1921 in Britain, when the alliance between the three main trade unions broke down over the refusal of transport workers and railway men to strike in sympathy with the miners" [8:149].

The historical unit "brown Bess" - 'flint-lock' is connected with the name of the arms the British army used in the XVIII century [8:162].

Some native English phraseological units with colorative component referring to the British history appeared in the 20th century. One of them is "black and tans" with the following etymological data: "The name of a pack of hounds in County Limerick, applied to the specially recruited auxiliary force sent to Ireland by the British government in 1921 to supplement the Royal Irish Constabulary. Its members were so called from the colour of their uniforms" [8:1123].

The phraseological unit "blue ribbon army" first appeared in the American variant of the English language, and then was borrowed as an intra language borrowing into the British variant due to the appearance of this society in Britain as well. "A teetotal society founded in the USA and extending to

Britain by 1878, whose members wore a piece of narrow blue ribbon as a badge. It became the Gospel Temperance Union in 1883. The phrase came to be applied to teetotalers generally" [8:1126].

The fact of the organization in the First World War of the so-called "Blue and Gray" from National Guardsmen of New Jersey, Delaware, Virginia, Maryland and the District of Columbia can be considered to be the basis of this stable expression coining in American English. "It's shoulder patch of blue and grey, the colours of the rival armies in the Civil War (1861-5), symbolizes the unity of former embattled states" [8:1123].

The historical fact that "Siraj-ud Dawlah, Nawab of Bengal, reputedly confined (on 20-21 June 1756) 146 British prisoners in the small prison - 18×14 ft loin (5.5×4.5m) -of the East India Company's Fort William, after its capture" may be considered to be the event in the history of expanding Britain's power to other parts of the world, India as well, on which the PU "the black hole of Calcutta" was formed. "Only 23 people escaped suffocation. A military punishment cell or guardroom is often nicknamed the Black Hole, and dark, stuffy places are sometimes said to be 'like the Black Hole of Calcutta'" [8:149].

Some native Turkish phraseological units with colorative component are referred to the Turkish flags, since ancient times symbolizing the guardian spirit. For this reason, the red colour is perceived as a spiritual and national colour in Turkish culture. The phraseological unit "Türk'ün gözü aldadır" [11] in the meaning of "the eye of the Turk chooses the red colour", shows the importance of the colour "red" in Turkish culture. In the 20th century, the Turks began to use the word "al", literally "red", both as a name of a colour and as the synonym of the word "flag" [11:17]. During the conquest of Istanbul, it was noted that there was a green flag on top of Fatih's ship, which symbolized the victory of warriors [11:27]. The facts of the green fabric flag presence in the 20th century was a sign of dominance; and a flagship colour in Central Asia ruled by the Kirghiz Turks; but still the red colour occupies a huge area on the Modern Turkish flag, as the symbol of blood of the soldiers battling for the Turkish Republic [11:32].

The yellow colour had been used for many years as the colour of traditional Turkish boots. The phraseological unit "Sarı Çizmeli Mehmet Ağa" [11:35], literally "Mehmet Ağa yellow pants" is used nowadays to describe a stranger, an unknown person from nowhere. The source of the idiom is clearly observed through the folk stories coming back to 1224 [11:7].

The stable phrase "Ak akçe kara gün içindir" in the meaning of "save up something for a rainy day" has two colorative components "ak akçe" in the meaning of "white money" as a reward for hard work; and "kara gün" in the meaning of "black day", a day of poverty. It is obvious that the white colour has a meaning of holiness, justice and strength in the Turkic culture [12]. Moreover, the oldest beliefs of the Shamanist period seem to be alive: Shamans' hats were made of white lambskin as their symbol of glory [13]. White colour was always a garment of military commander; the colour was used to discern military hierarchy [11:46].

Conclusions

The results of our investigation based on the data from the authoritative dictionaries of the English and Turkish languages have shown that culture-bound items and events in the history of the language bearers are general sources of a group of native phraseological units with colorative component in both languages. These units have a folk origin in both languages.

Discussion

The distinctive feature of the English phraseology under study is the existence of the so-called Americanisms closely connected with the American culture-bound items and the history of the USA, which, in its turn, may be borrowed into British-English as intra language borrowings. Besides, there is a

limited number of native English phraseological units based on some events in the history of the former British Empire in different parts of the world.

In addition, it is important to underline the great influence of Turkish History: its religious, military historical issues on the major development of the phraseological units with the component of colour in the Turkish language. The distinctive feature of the Turkish phraseology under study may be seen in the great role of symbols connected with Turkish culture-bound items and the history of the Turkish language bearers.

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AKADEMİK

Quantitative Analysis of Proverbs and Sayings with Wild Animal Component in the Russian, German and Tatar Languages

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Abstract

The relevance of the research is determined by the contemporary interest to such science as comparative cultural linguistics, or linguoculturology, in the context of the anthropocentric paradigm of modern linguistics. In the centre of this science is the human being, the creator of the language and speech activity. The subject of cultural linguistics is language and culture which interact with each other. Among key issues of comparative cultural linguistics is the study of units which have historical and cultural value. These units include paremias. The aim of the study is to compare paremiological units, namely proverbs and sayings, with animalistic components of three typologically unrelated languages: Russian, German and Tatar. The object of the study is proverbs and sayings with zoonym components – names of wild fauna representatives. In the study we used such methods as descriptive, structural, interpretative, continuous sampling method and statistical method. The analysis of the selected material revealed 717 Russian, 346 German and 1182 Tatar proverbs and sayings with wild animal components, 98 zoonyms in total, including names of mammals, reptiles, amphibians, fish, wild birds and insects. The study showed that the most frequently used names of wild animals as zoonym components of proverbs and sayings in all three languages are the ones associated with hunting and fishing. Paremiological units with wild animal components in the Tatar language contain more names of wild animals (80 units) than in the Russian (62 units) and German (54 units) languages. The materials of the study may be used in comparative cultural linguistics, cognitive linguistics, cultural studies, phraseology and paremiology.

Keywords: linguistics, language, phraseology, culture, zoonym, paremia, proverb, saying.

1. Introduction

1.1 *The source of animal proverbs*

The source of paremias is, first of all, conventional wisdom. Both proverbs and sayings reflect the peculiarities of the worldview of this or that nation; they accumulate folk wisdom and pass knowledge and traditions of native speakers from generation to generation (Akhmat'yanova, 2014). These language universals are significantly important as they reflect the culture of native speakers. Phraseology is a unique language material containing very concentrated information about the nation and its considering of this or that notion or object (Sakaeva, 2015). Other sources of proverbs and sayings include the ancient culture, the Bible and the Koran. Borrowings also play an important role in paremiological fund enrichment. Borrowings from Latin and French are rather numerous. There are some borrowing from the Greek, Spanish, Italian and other languages. The Tatar language has many borrowings from Arabic, Turkish and other Oriental languages.

The desire of people to explain and describe the objects and phenomena of objective reality is a prerequisite for the development and functioning of the language as any communication act is based on the need to provide information about the surrounding world (Bagana, 2014). It should be emphasized

that effective communication involves more or less similar understanding of objective reality, which is usually implemented in the process of communication between people living on the same territory or in the neighbourhood and speaking the same language. The human perception of objective reality is mainly indirect. People perceive the objective reality through their language, mentality and culture (Mazhitayeva, 2015).

In order to make the speech more expressive, especially to give emotionally-colored description of somebody, people metaphorically endow the objects of the external world, including animals, with human features; for thousands of years animals have been playing an important role in the economic life and traditions of different nations (Mokiyenko, 2005). The appearance of more anthropocentric characteristics of zoonyms indicates to the subjective recognition of the importance of the animals in the general worldview (Sabitova, 2013). People are endowed with habits of animals. The linguistic peculiarity of this phenomenon is manifested by the fact that the content of the transferred characteristics is determined not only by the qualities of a real extralinguistic object (in this case an animal), but by the qualities that the collective linguistic consciousness attributes to this object. Language registers and reinforces these qualities as inherent to denotatum; as a result, zoonyms are often used to describe people and their traits (Cherdantseva, 1977). For example, the component *hare* does not carry the figurative meaning in itself, but it can create an image in particular circumstances. If we call somebody a *hare*, we mean that this person is coward and timid. The component *wolf* not only names a representative of the wild fauna, but also expresses the qualities attributed to this animal, such as anger, power, loneliness, etc.

Theoretically, you can compare people to any animal to make the speech more colourful, but in fact the circle of animals is limited. These animals are mainly the ones which people are familiar with (depending on their environment). For example, in some countries a *fox* is a symbol of cunning, a *lion* is a symbol of strength and wisdom, a *snake* is a symbol of guile. But the associations connected with these animals may be different in some details. As a rule, animals are perceived by people as useful, useless and harmful. The same representatives of wild fauna can play different roles in the life of different peoples and can be characterized by them in different ways. These differences are explained by cultural and mental peculiarities, original folklore, myths, economic and geographical conditions. In turn, the animals are divided into domestic, wild or exotic. The object of our study is proverbs and sayings with names of wild animals.

1.2 Semantic characteristics of proverbs with wild animal component

A lot of paremias appeared as a result of people's observation of behaviour and habits of animals. Many animals have similar images in different nations. These similar images are based on the similarity of habits and appearance of animals of the same species in many nations (Cherdantseva, 1977). Animals have always been playing an important role in people's life, especially in ancient times when people lived close to the animals. The importance of wildlife to humans and its close relationship with the world are shown in proverbs and sayings of different languages (Mokiyenko, 2005). People have always compared themselves with animals; that is why many paremiological units have zoonym components which are the semantic center of proverbs and sayings as they carry the main metaphorical meaning. In order to express the emotional attitude to the object zoonyms are also used.

People compared themselves with the animal world to describe their feelings, appearance, behaviour, traits of character, qualities, needs, activities, etc. Zoonyms perform encyclopaedic, or cultural and informative, function. These linguistic units have a powerful information potential. They describe people from absolutely different sides (Chibisova, 2012). Paremiological units with animal components can describe intelligence, skills, physical qualities and abilities. Many zoonyms became trite metaphors that refer to the qualities and traits of people.

In the Russian, German and Tatar languages there are numerous proverbs and sayings with zoonym components. These paremias mainly describe people's appearance, abilities, traits of character, intelligence and behaviour. We can say that this kind of proverbs and sayings is the result of people's observation of animals, their behaviour and appearance, and these paremias reflect people's attitude towards animals.

According to their meaning, the analysed proverbs and sayings can be divided into the following groups:

1. Paremiological units with negative connotation:

Russian: *Ворона за море летала, да умнее не стала.* [A crow flew over the sea but did not become any wiser.]

Волк каждый год линяет, а нрава не меняет. [The wolf changes its skin but not its habits.]

German: *Bär bleibt Bär, fährt man ihn auch übers Meer.* [A bear remains a bear, even if driven over the sea.]

Am Raben hilft kein Bad. [Washing won't help the raven.]

Tatar: *Урман бүресез булмый.* [There is no wood without a wolf.]

Уйламаган жирдэн елан чагар. [A snake bites unexpectedly.]

2. Paremiological units with positive connotation:

Russian: *Невелик соловей, да голос золотой.* [Nightingale is small but has the golden voice.]

Муравей невелик, а горы копает. [Ant is small but makes the mountains.]

German: *Frische Fische – gute Fische.* [Fresh fish is good fish.]

Dem fleißigen Hamster schadet der Winter nichts. [A hardworking hamster is not afraid of winter.]

Tatar: *Карт төлке ауга эләкми.* [An old fox misses traps.]

Арсланнан арслан туар. [Lion gives birth to lion.]

3. Paremiological units with indefinite connotation:

Russian: *Чья вода – того и рыба.* [The one who owns the water owns the fish.]

Медведь в лесу, а шкура продана. [The bear is in the forest but its skin is sold.]

German: *Lehre nicht die Fische schwimmen und die Tauben fliegen.* [Don't teach fish to swim and pigeons to fly.]

Den Vogel erkennt man an den Federn. [A bird is known by its flight.]

Tatar: *Дәрьядагы балык сатылмас.* [Fish in the sea is not sold.]

Һавадагы кошны атмас борын сатмыйлар. [A bird in the sky is not sold.]

Although this classification of proverbs and sayings is relative, it should be noted that the paremiological units with negative connotation prevail. It is explained by the fact that negative associations always cause a strong emotional response, which is reflected in proverbs and sayings.

2. Materials and Methods

We analysed 717 Russian, 346 German and 1182 Tatar paremiological units with the names of wild animals. The analysis of these units revealed 98 zoonym components – names of wild animals, including the names of mammals, reptiles, amphibians, fish, wild birds and insects. We used statistical method to reveal the quantitative characteristics of the zoonym components of paremiological units in three languages and determine the frequency of their use.

The quantitative characteristics of proverbs and sayings with wild animal components in the Russian, German and Tatar languages is presented in Table 1 below.

Table1. Quantitative characteristics of proverbs and sayings with wild animal components in the Russian, German and Tatar languages

№	Russian	Number of proverbs	Frequency of use, %	German	Number of proverbs	Frequency of use, %	Tatar	Number of proverbs	Frequency of use, %
1	волк	133	8.50	Wolf	21	2,91	бүре	172	6,10
2	лиса	42	2.68	Fuchs	34	4.72	төлке	77	2.73
3.	медведь	63	4.02	Bär	20	2.77	аю	52	1.84
4	заяц	27	1.72	Hase	23	3.19	куян	75	2.66
5	лев	5	0.31	Löwe	6	0.83	арслан	50	1.77
6	тигр	-	-	Tiger	1	0.13	юлбарыс	5	0.17
7	слон	7	0.44	Elefant	3	0.41	фил	7	0.24
8	обезьяна	2	0.12	Affe	10	1.38	маймыл	2	0.07
9	мышь	40	2.55	Maus	24	3.33	тычкан	27	0.95
10	крыса	2	0.12	Ratte	2	0.27	күсе	20	0.71
11	летучая мышь	-	-	Fledermaus	-	-	ярканат	6	0.21
12	хомяк	-	-	Hamster	2	0.27	эрлән	3	0.10
13	крот	1	0.06	Maulwurf	-	-	сукыр тычкан	2	0.07

1 4	рыба	49	3.13	Fisch	32	4.44	балык	64	2.27
1 5	рак	13	0.83	Krebs	4	0.55	кысла	4	0.14
1 6	угорь	-	-	Aal	3	0.41	елан балык	-	-
1 7	барсуk	-	-	Dachs	-	-	бурсык	1	0.03
1 8	еж	-	-	Igel	1	0.13	керпе	5	0.17
1 9	змея	12	0.76	Schlange	1	0.13	елан	65	2.30
2 0	олень	2	0.12	Hirsch	-	-	болан	7	0.24
2 1	козюля	-	-	-	-	-	коралай	2	0.07
2 2	косуля	-	-	Reh	1	0.13	кыр кэжэсе	-	-
2 3	дикая лошадь	-	-	wildes Pferd	-	-	колан	12	0.42
2 4	белка	4	0.25	Eichhörnch en	4	0.55	тиен	3	0.10
2 5	куница	-	-	Marder	1	0.13	сусар	1	0.03
2 6	бобер	6	0.38	Biber	-	-	коңдыз	2	0.07
2 7	суслик	-	-	Zieselmaus	-	-	йомран	1	0.03
2 8	леопард барс	-	-	Leopard	-	-	каплан	1	0.03
2 9	рысь	1	0.06	Luchs	-	-	селәүсен	-	-
3 0	соболь	1	0.06	Zobel	-	-	кеш	-	-

3 1	выхухоль	-	-	Bisamröße	-	-	жофар	1	0.03
3 2	лягушка	18	1.15	Frosch	7	0.97	бака	34	1.20
	/								
	жаба								
3 3	черепаха	-	-	Schildkröte	-	-	ташбака	6	0.21
3 4	ящерица	1	0.06	Eidechse	-	-	кэлтэ	3	0.10
3 5	птица	47	3.00	Vogel	34	4.72	кош	66	2.34
3 6	жаворон ок	-	-	Lerche	3	0.41	тургай	15	0.53
3 7	воробей	18	1.15	Spatz	8	1.11	чыпчык	32	1.13
3 8	синица	6	0.38	Meise	-	-	песнэк	5	0.17
3 9	соловей	25	1.59	Nachtigall	3	0.41	сандугач	50	1.77
							былбыл		
4 0	тетерев/ куропатк а	2	0.12	Rebhuhn	1	0.13	озан/ көртлек	2	0.07
4 1	ворона	54	3.45	Krähe	13	1.80	карга	70	2.48
4 2	ласточка	3	0.19	Schwalbe	2	0.27	карлыгач	5	0.17
4 3	голубь	3	0.19	Taube	10	1.38	күгэрчен	5	0.17
4 4	дятел	2	0.12	Specht	-	-	тукран	8	0.28
4 5	журавль	8	0.51	Kranich	1	0.13	торна	17	0.60
4 6	аист	-	-	Storch	3	0.41	лэклек	-	-

4 7	сова	15	0.95	Eule	7	0.97	ябалак	26	0.92
4 8	скворец	-	-	Star	-	-	сыерчык	3	0.10
4 9	лебедь	4	0.25	Schwan	3	0.41	аккош	10	0.35
5 0	павлин	-	-	Pfau	1	0.13	тавис кошы	4	0.14
5 1	попугай	-	-	Paragei	-	-	тутый кош	8	0.28
5 2	балабан	-	-	-	-	-	эгэлге	4	0.14
5 3	ястреб	5	0.31	Habicht	-	-	карчыга/	11	0.39
5 4	перепеля тник	-	-	-	-	-	каргы	1	0.03
5 5	кукушка	5	0.31	Kuckuck	6	0.83	күке кэккүк	9	0.31
5 6	кречет	-	-	Gerfalke	-	-	шонкар	12	0.42
5 7	грач	1	0.06	Saatkrähe	-	-	кара карга	3	0.10
5 8	кулик	10	0.63	Schlamm- läufer	-	-	тэлле тәвеш	-	-
5 9	рябчик	1	0.06	Haselhuhn	-	-	божыр	-	-
6 0	сорока	24	1.53	Elster	1	0.13	саескан	20	0.71
6 1	галка	3	0.19	Dohle	-	-	чәүкә	-	-
6 2	иволга	-	-	Pirol	-	-	шәүлегән	1	0.03
6 3	перепел	-	-	Wachtel	1	0.13	бүдәнә/ бытбылдык	15	0.53

6 4	сыч филин	-	-	Uhu	-	-	байгыш өке	7	0.24
6 5	ворон	4	0.25	Rabe	6	0.83	козгын	14	0.49
6 6	страус	-	-	Strauß	-	-	дөя кошы	4	0.14
6 7	орел	12	0.76	Adler	4	0.55	каракош бөркет	9	0.31
6 8	сокол	32	2.04	Falke	8	1.11	лачын	7	0.24
6 9	коршун	4	0.25	Geier	1	0.13	тилгән	-	-
7 0	чайка	1	0.06	Möwe	-	-	акчарлак	2	0.07
7 1	дергач/ коростел ь	-	-	Wachtelkö nig	-	-	тартар	9	0.31
7 2	дикий гусь	-	-	Wildgans	-	-	кыр казы	3	0.10
7 3	дикая утка	-	-	Wildente	-	-	кыр үрдәге	2	0.07
7 4	чиж	2	0.12	Zeisig	-	-	сары чыпчык	-	-
7 5	глухарь	1	0.06	Auerhahn	-	-	суер	-	-
7 6	кобчик	-	-	Sperber	1	0.13	ягылбай	-	-
7 7	вошь	4	0.25	Laus	7	0.97	бет	33	1.17
7 8	муха	19	1.21	Fliege	14	1.94	чебен	32	1.13
7 9	пчела	13	0.83	Biene	3	0.41	бал корты	27	0.95

8 0	оса	1	0.06	Wespe	1	0.13	шөпшә	-	-
8 1	муравей	2	0.12	Ameise	2	0.27	кырмыска	17	0.60
8 2	жук	2	0.12	Käfer	-	-	коңгыз	2	0.07
8 3	клоп	2	0.12	Wanze	-	-	кандала	17	0.60
8 4	бабочка	-	-	Falter	1	0.13	күбәләк	1	0.03
8 5	пиявка	-	-	Blutegel	-	-	сөлек	4	0.14
8 6	комар	19	1.21	Mücke	5	0.69	черки	4	0.14
8 7	блоха	14	0.89	Floh	3	0.41	борча	3	0.10
8 8	таракан	7	0.44	Schabe	-	-	таракан	6	0.21
8	овод	-	-	Bremse	-	-	кигәвен	1	0.03
9 0	моль	-	-	Motte	-	-	көя	1	0.03
9 1	скорпион	-	-	Skorpion	-	-	чаян	1	0.03
9 2	сверчок	2	0.12	Grille	1	0.13	өй чикерткәсе	-	-
9 3	шмель	1	0.06	Hummel	-	-	төкле тура	-	-
9 4	червь	3	0.19	Wurm	6	0.83	корт	4	0.14
9 5	улитка	2	0.12	Schnecke	3	0.41	экәм-төкәм	-	-
9 6	мокрица	1	0.06	Assel	-	-	юеш таракан	-	-
9 7	гусеница	-	-	Raupe	2	0.27	күбәләк корты	-	-

9	паук	3	0.19	Spinne	1	0.13	үрмәкүч	4	0.14
8									

3. Results

The comparative analysis of paremiological units of three languages showed that the most frequently used zoonym components – names of wild animals are: **wolf**/волк (133; 8.50)/Wolf (21; 2.91)/бүрө (172; 6.10); **fox**/лиса (42; 2.68)/Fuchs (34; 4.72)/төлкө (77; 2.73); **bear**/медведь (63; 4.02)/Bär (20; 2.77)/аю (52; 1.84); **hare**/заяц (27; 1.72)/Hase (23; 3.19); **mouse**/мышь (40; 2.55)/Maus (24; 3.33)/тычкан (27; 0.95); **frog**/лягушка, жаба (18; 1.15)/Frosch (7; 0.97)/бака (34; 1.20); **fish**/рыба (49; 3.13)/Fisch (32; 4.44)/балык (64; 2.27); **bird**/птица, птаха (47; 3.00)/Vogel (34; 4.72); **crow**/ворона (54; 3.45)/ Krähe (13; 1.80)/карга (70; 2.48); **sparrow**/воробей (18; 1.15)/Spatz (8; 1.11)/чытчык (32; 1.13); **owl**/сова (15; 0.95)/Eule (7; 0.97)/ябалак (26; 0.92); **fly**/муха (19; 1.21)/Fliege (14; 1.94)/чебен (32; 1.13). The prevalence of such components as *wolf*, *fox*, *bear*, *hare*, *fish* and *bird* in the Russian, German and Tatar paremiology is explained by the well developed fishing and hunting in these ethnic groups. The rest of above mentioned wild animals are widely spread on the territories where the three nations live, which allowed to study the habits of these animals.

For example, hares have been living in the forests on the territory of Germany for a long time. Many of them live in small forests, parks, gardens. They live in close proximity to people and their dwellings. Proverbs and sayings with the component *hare* are rather numerous in the German folklore due to a huge number of hares in the forests of Germany. People watched their behavior, appearance and habits and studied them thoroughly. When wild hares run, they are very fast, nimble and are not easy to catch. That is why a *hare* is a symbol of experience, dexterity and swiftness:

Man soll nicht zwei *Hasen* auf einmal jagen. [Do not chase two *hares* at a time.]

Viele Jäger sind des *Hasen* Tod. [Many hunters – a *hare* is dead.]

Schulden sind keine *Hasen*. [Debts are not *hares*.]

Der Ochs will den *Hasen* erlaufen! [An ox wants to overtake a *hare*.]

The following wild animal components are less frequently used in proverbs and sayings in all three languages: **elephant**/слон (7; 0.44)/Elefant (3; 0.41)/фил (7; 0.24); **rat**/крыса (2; 0.12)/Ratte (2; 0.27)/ күсе (20; 0.71); **cancer**/рак (13; 0.83)/Krebs (4; 0.55)/кысла (4; 0.14); **squirrel**/белка (4; 0.25)/Eichhörnchen (4; 0.55)/тиен (3; 0.10); **grouse**/тетерев. куропатка (2; 0.12)/Rebhuhn (1; 0.13)/озан, көртлек (2; 0.07); **swallow**/ласточка (3; 0.19)/Schwalbe (2; 0.27)/карлыгач (5; 0.17); **crane**/журавль (8; 0.51)/Kranich (1; 0.13)/торна (17; 0.60); **swan**/лебедь (4; 0.25)/Schwan (3; 0.41)/аккош (10; 0.35); **eagle**/орел (12; 0.76)/Adler (4; 0.55)/каракош, бөркет (9; 0.31); **cuckoo**/кукушка (5; 0.31)/Kuckuck (6; 0.83)/күке, кәккүк (9; 0.31); **raven**/ворон (4; 0.25)/Rabe (6; 0.83)/козгын (14; 0.49); **ant**/муравей (2; 0.12)/Ameise (2; 0.27)/кырмыска (17; 0.60); **flea**/блоха (14; 0.89)/Floh (3; 0.41)/борча (3; 0.10); **worm**/червь (3; 0.19)/Wurm (6; 0.83)/корт (4; 0.14); **spider**/паук (3; 0.19)/Spinne (1; 0.13)/ үрмәкүч (4; 0.14). It can be assumed that the component *elephant* is not often used in the Russian, Tatar and German proverbs and sayings because this animal does not inhabit the territories where peoples under consideration live. However, this component is found in paremiological units in which the brightest feature of elephant, namely its size, is mentioned:

Russian: Слон рождает слона, а комар – комара. [*Elephant* gives birth to *elephant*, *mosquito* gives birth to *mosquito*.];

German: Der *Elefant* macht keine Mücken tot. [An *elephant* doesn't kill mosquitoes.];

Tatar: Фил ләтчәне тудырган. [An *elephant* gave birth to weasel.].

The following wild animal components are also rarely used in the Russian, German and Tatar paremias due to the reason mentioned above: **lion**/лев (5; 0.31)/Löwe (6; 0.83), **tiger**/Tiger (1; 0.13)/юлбарыс (5; 0.17), **peacock**/Pfau (1; 0.13)/тавис кошы (4; 0.14), **monkey**/обезьяна (2; 0.12)/маймыл (2; 0.07). However, the animal components **monkey**/Affe (10; 1.38) in German и **lion**/арслан (50; 1.77) in Tatar are frequently used in paremias as they are borrowed from the oriental culture.

German: Ein Affe bleibt ein Affe, werd' er König oder Pfaffe. [A *monkey* is a *monkey*, be it a king or a priest.].

Tatar: Арслан айга менмәсә дә сикерүе дан. [Although a *lion* cannot reach the moon, its jump brings him glory.].

Some zoonym components of paremiological units are frequently used in one or two of the analysed languages: **snake**/змея (12; 0.76)/Schlange (1; 0.13)/елан (65; 2.30); **nightingale**/соловей (25; 1.59)/Nachtigall (3; 0.41)/сандугач, былбыл (50; 1.77); **pigeon**/голубь (3; 0.19)/Taube (10; 1.38)/күгәрчен (5; 0.17); **magpie**/сорока (24; 1.53)/Elster (1; 0.13)/саескан (20; 0.71); **falcon**/сокол (32; 2.04)/Falke (8; 1.11)/лачын (7; 0.24); **louse**/вошь (4; 0.25)/Laus (7; 0.97)/бет (33; 1.17); **bee**/пчела (13; 0.83)/Biene (3; 0.41)/бал корты (27; 0.95); **mosquito**/комар (19; 1.21)/Mücke (5; 0.69)/черки (4; 0.14).

The names of the following wild animals are not used in the Russian proverbs and sayings: *bat, hamster, eel, badger, hedgehog, roebuck, roedeer, tarpan, marten, ground squirrel, desman, tortoise, lark, stork, starling, sparrow hawk, gerfalcon, oriole, quail, horned owl, crane, wild goose, mallard, red-footed falcon, butterfly, leech, botfly, moth, caterpillar, leopard, peacock, parrot, ostrich, scorpion*. Paremiological units of the German language do not use the names of the following animals: *bat, mole-rat, badger, roebuck, tarpan, lynx, desman, tortoise, lizard, tit, woodpecker, starling, goshawk, sparrow hawk, gerfalcon, rook, sandpiper, hazel grouse, jackdaw, oriole, horned owl, gull, crane, wild goose, mallard, siskin, great grouse, beetle, bug, leech, cockroach, botfly, moth, bumblebee, sowbug, deer, leopard, sable, parrot, ostrich, scorpion*; the Tatar paremias do not mention such wild animals as *eel, roedeer, stork, sandpiper, hazel grouse, jackdaw, siskin, great grouse, red-footed falcon, wasp, cricket, bumblebee, snail, sowbug, caterpillar, lynx, sable*.

4. Discussions

The studies of paremiological units with zoonym components have been carried out on the basis of different languages: Russian, German, English, Chinese, Vietnamese, Turkish, etc. Some linguists compared proverbs and sayings with zoonym components of two and more languages both in semantic and structural aspects. A.I. Lyzlov studied the evaluative semantic criteria expressed in paremiological units of the Russian, English and German languages in which the figurative base is represented by the zoonymic image "fish" (Lyzlov, 2014). One of our articles is devoted to the semantic analysis of proverbs and sayings with zoonym components, the names of domestic animals, in the Russian, German and Tatar languages. (Yusupova, 2015). E.Kh. Shamsutdinova carried out a comparative analysis of the structural and syntactic features of the Arabic and English proverbs with zoonym components (Shamsutdinova, 2013).

The novelty of this study lies in comparative analysis of three typologically unrelated languages, Russian, German and Tatar, on the one hand, and in the thorough study of paremiological units with wild animal components applying such methods as descriptive, structural, interpretative, statistical and continuous sampling method, on the other. The analysis revealed 98 names of wild animals used in proverbs and sayings which are presented in the article. The zoonyms include not only mammals, but also reptiles, amphibians, fish, wild birds and insects.

5. Conclusion

The most frequently used names of wild animals as zoonym components of paremiological units in the Russian, German and Tatar languages are the ones associated with hunting and fishing. Animals which are least frequently mentioned in proverbs and sayings of the analysed languages are the ones which do not inhabit the territory of the nations under consideration, as well as borrowed from the oriental culture, or animals which do not play a sufficient role in these people's life. The names of some wild animals may be either rarely or never used in paremias due to peculiarities of the national mentality.

Paremiological units with wild animal components in the Tatar language contain more names of wild animals (80 units) than in the Russian (62 units) and German (54 units) languages. These differences can be explained by different ethno-cultural traditions, customs, ways of thinking, as well as influence of the Eastern culture.

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Rendering non-translatable Korean words in Russian and English texts (as exemplified in bilingual journal “Koreana”)

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Abstract

Non-translatable words are one of the biggest problems translator can confront with. These words are mostly intended to describe phenomenon which does not exist in recipient language. These might be names of traditional clothes, dishes, dances, etc. In order to build up respectful attitude towards Korean culture translator should very accurately deal with these terms. The purpose of this article is to analyze and compare dealing with non-translatable Korean words in English and Russian texts. The leading method in this case is inter-cultural linguistic comparison. It is necessary to look through original Korean text and compare ways of using some cultural terms in two languages – English and Russian. This article examines extracts from international multi-lingual magazine *Koreana*, which is published with the help of Korea Foundation – organization promoting Korean language and Korean language education in non-Korean countries. It is best known among Korean language students and people who are interested in Korea and Korean culture and is very culture-oriented so it can provide wide range of examples of Korean renderings. *Koreana* has published materials, and also this magazine is available online. Extracts from Winter 2014 vol. 10 no. 4., Winter 2015 vol. 29 no. 4. and Spring 2016 vol. 30 no. 1 were chosen randomly in order to show appearance of non-translatable words. This article can be useful for further study of Korean lexicology and inter-cultural analysis.

Keywords: Linguistics, Korean language, Russian language, non-translatable words, renderings, lexicology

Introduction

Popularization of Korean culture is one of the reasons South Korea is gaining its authority across the globe. Term “Hallyu” (Korean ‘한류’) means “Korean wave”, but mostly among young generation it is known as “Korean fever”. Due to moonshot of Korean pop culture in last 10 years Korea became a very attractive tourist destination. So now we are talking about popularization of Korea whole over the world. According to Korea Tourism Organization (한국관광공사) medical tourism, tours to DMZ, templestay and ski resorts are the most popular not only among Asian tourists, but lots of Europeans, Americans and Russians come to experience the charm of the “Land of Morning Calm”. This rise of popularization of Korea leads to popularization of Korean language and growth of number of Korea-oriented materials in different languages.

In this article we will examine one the magazines which is publishing in Russian and English languages.

Non-translatable words are one of the biggest problems translator can confront with. These words are mostly intended to describe phenomenon which does not exist in recipient language. These might be names of traditional clothes, dishes, dances, etc. In order to build up respectful attitude towards Korean culture translator should very accurately deal with these terms. Further ways of rendering non-translatable word appeared in the same volumes of *Koreana* magazine in Russian and English languages will be analyzed.

Materials and Methods

Culture is the knowledge a person gets being a part of ascertain society (Hudson, 1996). Different cultures and sub-cultures store the knowledges about behavioral and communicative regulations. Every culture has its own conceptualization stereotypes of worldview. Cultural differences are differences in conceptualization of worldview and these differences reflect in lexical level (Zabotkina, 2012).

Thus, cultural context is one of a great importance, especially at the time of globalization, when each culture as a single unit contributes it's value system to the global one. This leads to appearance of new lexical units (neologism, etc.) or disappearing of old ones (archaisms etc.), some words are becoming widely-known, some remains forgotten.

And in the process of opening to global society every new culture represent its own aboriginal elements, which global society approve or ignore and change it to more familiar.

South Korea has become one of the leading countries not only in Asian region, but world-widely. Their unique society preserved their unique cultural elements due to isolation policy from XV century till early XIX. Thought these elements are very peculiar and unique they were accepted and in order to be perceived they should be name-given. Here arouse the question of word-rendering. Is it worth it or not? In order to show the differences in perceiving inter-cultural and semantic methods were used.

In this article ways of word-rendering will be analyzed on examples of articles from multi-cultural magazine Koreana published by Korea Foundation (organization supporting promotion of Korean studies worldwide).

For convenience examples are represented in tables where English, Russian and Korean variants of the same sentence are given. Analyzed words are given in italics.

Results

Winter 2014 vol. 10 no. 4. At very first article of this volume we can see first rendered word - *jangdokdae* (장독대). For our convenience we put examples of rendering in table. Rendered words are given in italics.

English edition	Russian edition	Korean edition
"At a sunny spot in the yard by the wall is <i>jangdokdae</i> , or crockery terrace."	"В том доме, под забором на внутреннем дворе, на самом солнечном месте стоит «чандоктэ»."	"그 고향 집 안뜰 양지 바른 담장 밑에는 <i>장독대</i> 가 있다."
"Childhood home, mother, the crockery terrace - these three images in the mind's eye can evoke intense yearning for one's childhood."	"Родительский дом, матушка и «чандоктэ» - три составляющих пейзажа, выражающего тоску по прошедшему детству."	"고향집, 어머니, 그리고 <i>장독대</i> 는 어린 시절에 대한 그리움의 풍경을 이루는 세 요소다."
<i>Jang</i> refers to traditional fermented sauces and pastes such as <i>ganjang</i> (soy sauce), <i>gochujang</i> (red pepper paste), and <i>doenjang</i> (soybean paste).	"Словом «чан» («чжан») по-корейски называют ферментированные продукты длительного хранения, без которых не обходится стол корейцев. ... Словом «ток»"	" <i>장</i> 은 한국인의 식탁에서 결코 없어서는 안 되는 발효 저장식품이요. ... ' <i>독</i> '은 그 식품을 담기 위하여 흙으로 빚은 크고 작은 그릇들이다. ' <i>대</i> '는 그"

	(«док») называют большие и малые сосуды, изготовленные из глины для хранения этих продуктов. А «тэ» - это помост, который делают немного выше уровня двора...”	그릇들을 크기 순서대로 배열하여...”
“Mother would sit in the open <u>wooden-floored hall</u> and...”	“Матушка, сидя на деревянной веранде « <i>мару</i> », ...”	“ <i>마루</i> 에 앉아서...”
“ <u>The crockery terrace</u> was also a sacred place where mother would pray for the family’s welfare.”	“Помост « <i>чандоктэ</i> » - это так же священное пространство молитвы...”	“ <i>장독대</i> 는 가족의 안녕을 기원하는 어머니의 정성이 담긴 성스러운 기도 공간이기도 했다.”
“... the old <i>crockery terrace</i> has become a rare sight.”	“... « <i>чандоктэ</i> » стало не просто увидеть.”	“... <i>장독대</i> 는 찾아보기 쉽지 않았다.”
“With onslaught of fast food, the value of traditional slow food is rapidly vanishing.”	“Пасты « <i>чан</i> », будучи традиционной слоуфуд, оказались вытеснены фастфудом и по немногому теряют свой блеск.”	“패스트푸드에 밀려 전통적인 슬로 푸드인 <i>장</i> 은 그 빛을 잃어가고 있다.”

It is interesting to mention that in English-language edition the name of article is used without Korean term and written as “The Crockery Terrace, Mother and Home”, while in Russian edition translators preferred to leave the original “*Чандоктэ*” that to use explanation as in English edition.

The same tendency we observe in first example. English edition gives us the rendered *jangdokdae* and explanation after comma, while Russian edition still uses non-translated variant. As we can observe from the third example, English edition very shortly gives explanation to words *gangjang*, *gochujang* and *doenjang*, but original Korean text never used them in this sentence. Thus, translator gives additional information to reader representing examples of *jang*. Further in English edition none of rendered words are used, instead word combinations, like “crockery terrace” (*장독대*), “wooden-floored hall” (*마루*), substitutes them. Moreover English texts lost all other non-translatable words as we can see in last example.

So, on the one hand, English edition tends to give to the reader additional information introducing the examples of phenomena (like in case of the third sentence in table). But on the other hand, English edition very rarely uses rendered elements, what simplifies reading the article in some way.

Conversely Russian edition tends to use great number of rendered words using them as terms finalizing them with quotation marks.

If we address to dictionaries, words like *마루*, *장* and *장독대* have official translation. *마루* is “wooden floor” in Korean-Russian dictionary and just “floor” in Korean-English dictionary, *장* is substitute for soy sauce, soybean paste and red pepper paste in both Korean-Russian and Korean-English dictionaries. But word *장독대* is explained in both dictionaries as platform for crocks od sauces. But in order to compile a literary text English edition substitute word *장독대* with “crockery terrace”, while Russian language does not have any appropriate quite shot substitution, so it is used as rendered word.

In the next article we will observe interesting fact of English-borrowed word in Korean text and it’s appearance in English and Russian editions. The rendered word is *치킨* [ch’ik’in], which denotes very

popular Korean dish, fried chicken. Though Korean language has its own word denoting chicken meat (닭 [tak]), '치킨' has become an independent dish, so in Korean text it appears only as borrowed word.

English edition has nothing to with this rendering so in text we can see only word 'chicken' in some cases written in quotation marks or in italics.

But Russian text followed Korean tendency and in order to denote this dish in translation it used transliteration not from English 'chicken', but from Korean rendering '치킨'.

In this article a special point to be mentioned is derivation of rendered word '치킨' and Korean word '맥주' ([maekchu] 'beer'), which leads to a new Korean word '치맥' (치킨 + 맥주 = 치맥 [ch'imaek]) meaning 'beer and fried chicken'. In this case both English and Russian edition used it as rendering due to pure-Korean part in it.

English edition	Russian edition	Korean edition
"... the Korean use of the English word 'chicken' meaning specifically 'fried chicken'."	"... это итальянское блюдо из жареной курицы обязано своим появлением корейской «чхикхин»."	후배는 그 닭 요리가 한국의 '치킨'에서 온 것이라고 단언했다.
"Also worthy of note is the recent craze in many Asian countries over <i>chimaek</i> - the mixed English and Korean portmanteau abbreviation of chicken and beer."	"Свою роль здесь также сыграл бум «чхимэк»."	"최근 아시아에서 일고 있는 '치맥' 열풍도 빼놓을 수 없다."

Winter 2015 vol. 29 no. 4. In this article we can see the same tendency of avoiding renderings in English text, and vice versa using mostly renderings in Russian text.

Article devoted to Neo-Confucian academies shows that word which denotes phenomenon peculiar only to Asian society and might be used as specific term "seowon" (from Korean '서원' [sŏwŏn]) is mostly (but not always) replaced by 'Neo-Confucian academy' and is given as rendering only mentioning some academies' proper names.

English edition	Russian edition	Korean edition
" <i>Seowon</i> , the Neo-Confucian academies of the Joseon Dynasty (1392-1910), were private educational institutions..."	"«Совоны» эпохи Чосон представляли образовательные учреждения..."	"조선시대(1392-1910)의 서원은 지방에 기반을 둔 유학자들이 성현 배향과 후학 양성을 위하여 설립한 사설 교육기관인..."
" <i>The Neo-Confucian academies</i> of the Joseon Dynasty exerted wide-ranging influence on the nation's politics, economy, education, and culture."	"Появление «совонов» и их деятельность оказали большое влияние на политику, экономику, образование и культуру Чосона."	"서원은 건립 이후, 조선의 정치, 경제, 교육, 문화에 커다란 영향을 미쳤다."
"Ju Se-bung (1495-1554), while serving as magistrate of Punggi County, founded <i>Baegundong</i>	"В 1543 году, на 36-м году правления короля Чунчжона, Чу Себун (1495-1554),	"1543년(중종 36년) 풍기군수(豊基郡守) 주세봉(周世鵬, 1495~1554)은 경상도 순흥면(順興

<p>Seowon in 1543 in the village of Sunheung-myeon, North Gyeongsang Province.”</p>	<p>уездный начальник в Пхунги, в деревне Пэгун-дон волости Сунхын-мён провинции Кёнсан-до основал первый в Корее «совон» Пэгундон.”</p>	<p>面) 백운동에 우리나라 최초의 서원인 백운동서원(白雲洞書院)을 세웠다.”</p>
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Nevertheless English and Russian edition have different tendencies of using non-translatable words, in case of explaining pure-Korean words in order to transfer the meaning both texts are similar.

In the article about special schools for North-Korean students, lots of examples of lexical differences between South and North Korean languages are used. In case of Korean edition, as both countries of Korean peninsula use the same alphabet words, no renderings are needed. The difference between South and North Korean is often regarded as dialect differences. But in English and Russian edition transliterations and additional explanations are given for each word.

English edition	Russian edition	Korean edition
<p>“For example, South Koreans call fried rice “<i>bokkeumbap</i>”; it is “<i>gireumbap</i>” (oiled rice) in North Korea. The South Korean word for chicken farm is “<i>yanggyejang</i>” but to a North Korean, it is “<i>dakgongjang</i>” (chicken factory). In South Korea, a parking lot is “<i>juchajang</i>” but North Koreans say “<i>chamadang</i>” (car yard). Instead of the South Korean word “<i>munjang</i>” (sentence), North Koreans use “<i>geultomak</i>” (group of words).”</p>	<p>“Например, южнокорейский «<i>поккым-пап</i>», т.е. рис, обжаренный с дополнительными ингредиентами, на Севере называют «<i>кирым-пап</i>», или «<i>масляный рис</i>», вместо слова «<i>янгечжан</i>» (куриная ферма) в КНДР используют «<i>так-кочжан</i>» (т.е. куриный завод), «<i>чучхачжан</i>» (парковка) на Севере называется «<i>чха-мадан</i>» (букв. двор [для] машин), а «<i>мунчжан</i>» (предложение) это «<i>кыль-тхомак</i>» (букв. кусок текста).”</p>	<p>“이를테면 남한의 ‘볶음밥’은 북한에서는 ‘기름밥’이다. ‘양계장’은 ‘닭공장’, ‘주차장’은 ‘차마당’, ‘문장’은 ‘글토막’이어서 처음 들으면 무슨 뜻인지 선뜻 알기 어렵다.”</p>

Spring 2016 vol. 30 no. 1. Although mostly English text prefer not to use rendering there is no way out when appear a word, which even cannot be explained quite shortly in order to use it in text, especially regarding cultural term which has been accepted around the world.

English edition	Russian edition	Korean edition
<p>“<i>Pansori</i> singing, a form of folk entertainment rooted in the ages-old ritual chanting of shamans, began to spread widely among the common people around the late 17th century in the mid-Joseon period.”</p>	<p>“«<i>Пхансори</i>» начало распространяться со второй половины XVII века, т.е. в средний период эпохи Чосон, правда, в основном среди простолюдинов.”</p>	<p>“판소리는 조선시대 중기에 해당하는 17세기 후반부터 서민사회를 중심으로 점차 퍼지기 시작했다.”</p>

Pansori has been inscribed on the UNESCO Representative List of the Intangible Cultural Heritage of Humanity in 2008 (Koehler, 2011). It is impossible to find one or two-word replacements for this term either in English, Russian or many other languages of the world. ‘Kimchi’, ‘hanbok’ are of the same type.

Words like these when appearing in the text should be treated very carefully, because it is very important to give proper explanation (when needed) in order to form adequate and respectful attitude from the reader to Korean culture. Thus, translating claims not only high language proficiency but also great knowledge of cultural material.

Further in the same article the word ‘changgeuk’ appeared as rendering. This term isn’t that widely known as pansori, but still it remains as borrowed due to the difficulty of finding proper lexical replacement.

English edition	Russian edition	Korean edition
<p>“This new-style <i>changgeuk</i> was launched with the performance of “Mr. Rabbit and the Dragon King” by the National Changgeuk Company...”</p>	<p>“Спектаклем, возвестившим о возрождении оперы «чхангык», стала постановка в новой интерпретации «Песни о подводном дворце», получившая название «Мистер Кролик и царь Дракон», представленная после длительной подготовки Государственной труппой «чхангык»...”</p>	<p>“창극 부활의 신호탄은 국립창극단이 오랜 기간의 준비 끝에 2011년 9월에 국립극장 해오름극장 무대에 올린 새로운 개념의 창극 <수궁가(水宮歌)였다.”</p>

Discussion

As can be seen from the analysis of Russian and English texts adoption of Korean renderings goes in different ways. Must be added that it not only concern cultural journal like “Koreana”, but also translation of Korean classic and modern literature. Results might be further used in continuous research of lexical renderings or while reading and translating Korean texts. Also it would contribute to continuous studying if the same research would be made with other Roman and some other languages.

Conclusions

The perceiving of another culture to one’s language system is quite a complicated process and depending on language system it will differ a lot. As has been shown in this research English prefer not to adopt new words rather than trying to replace such words with replacements or explanations. Russian lexical system is more acceptable than English and mostly prefers to use borrowings. It is hard to say which way is better. On the one hand, using borrowings seems a bit easier, gives some ideas about new language system. On the other hand, using replacements gives dipper understanding of other culture’s phenomenon by means of mother-tongue.

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French In The Framework Of The Linguistic Landscape Of North Africa

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Abstract

The article examines the linguistic landscape of three African countries (Algeria, Morocco, Tunisia). The subject of the analysis is the impact of the French language as a communication agent on the development of the linguistic landscape in these countries. According to sociolinguists, the French language should be considered in the Maghreb countries as a second language and not a foreign language, according to three signs: the beginning of language training at a very young age, this training is compulsory and the number of hours is very close to the number of hours of learning the state language. The French language in the north of African continent is developing and being updated, enriching an ancient local culture famous for its rich traditions and unique features. French and Arabic (both classical and modern standard) languages compete for the status of the language of interethnic communication in the region, and also compete in education, public administration, economics and the media. And the linguistic landscape of the region reflects this process.

Keywords: Linguistics, language, Maghreb, North Africa, linguistic landscape, the French language, the Arabic language, education.

Introduction

French is one of the world's major languages. It is on the 14th place among the most used languages in the world. 60 countries are members of the Francophonie organization, according to the 17th edition of Ethnologue: Languages of the World, supported by the SIL International, updated as of April 2014.

According to the organization of the Francophonie (L'Organisation internationale de la francophonie (OIF)), the number of people able to speak French is about 274 million people. Europe and Africa are the continents that share the largest number of speakers of the French language according to the Francophonie data for 2015, namely Africa with 42%, and Europe with 47%, while far behind there is the Middle East (3%), America and the Caribbean (7%), Asia and Oceania (1%).

To a large extent the French language owes so much to the very high birth rate in Africa. It is important that the French language still has the privileges in the field of education on this continent. And 10% of the total number of speakers of the French language lives in North Africa [1, p. 3-6].

Most of them are in the countries of the Maghreb ("west, sunset" from Arabic), that is the lands that were located in the North of Africa in the VIII-XX centuries, from which we will consider three states: Morocco, Algeria and Tunisia [2, p. 2-7]. Such a high concentration of Francophones demonstrates the high importance of the African continent for the French-speaking community. According to Boutros Boutros-Ghali, it can be assumed that there is a preponderance of the number of French-speaking Africans over the French-speaking Europeans, and therefore, French actually becomes a link for the two continents.

Materials and Methods

Having made an insight into the theoretical aspects on linguistic landscape of countries with such a great history it should not be left unmentioned that it is of the utmost interest for linguists.

Research Objectives and Methods

To provide well-grounded conclusions on the status of the French language in Maghreb, the following *theoretical and practical methods* were applied to achieve the solution of the research problem: analysis of the basic concepts and theories of linguistic landscape; observation, collecting, analyzing and synthesizing data.

Results and Discussion

The use of French in the Maghreb is halfway to a sustainable position. Although the total number of Francophones in Sub-Saharan Africa is greater than in the northern part of the continent, the percentage of francophone "really French-speaking" in North Africa compared to the total population is significantly higher than similar rates to the south of the Sahara.

These figures give us the possibility to assume that the use of French is more common in North Africa, the most used, most common in various areas, in comparison with the rest of the continent. In addition, another report by Francophonie in 2014 confirms the strengthening of the French language positions in Tunisia, Morocco and Algeria.

A close relationship with the French language testifies to the painful past of this region, the reasons for which should be sought in the history of French politics. Decolonization was accompanied by the process of liberation and maturation, namely the transition from the status of a dependent state through the status of an autonomous state to full independence. In this process the language played a political role, the return to Arabism marks the end of the domination of a foreign language and deprives French of the status of an official language. In fact it is a question of ending France's dominance in the territories under consideration.

Officially the use of French is not mentioned in any of the constitutions of these countries, the Arabic language is the only recognized language; French is no longer mentioned in legislation, with the exception of the education sector in Tunisia which limited the use of French in legislation to this area alone. However the legal situation differs from the actual situation of the French language which has a long tradition of presence in the Maghreb: in Morocco - from 1907 (protectorate in 1912), from 1840 in Tunisia (protectorate in 1881) and from the time of disembarkation in 1830 - in Algeria (later the territory was annexed by France).

It should also be noted that Morocco and Tunisia are members of the International Organization of La Francophonie (OIF) in contrast to Algeria. The President of the People's Democratic Republic of Algeria, Abdelaziz Bouteflika, was a special guest at the ninth summit of Francophonie in Beirut in 2002, and although Algeria is one of those countries where French is most common, domestic political reasons did not allow the country's leader to resolve the issue of membership in this organization.

Although the consequence of decolonization was the language policy which assumes the Arabization of the three Maghreb countries we are considering, nevertheless the connection with the French language was not broken. In Algeria the evolution of the use, or more precisely, the variety of the use of French will go through the stages of development which will be affected by conflicting demands for the maturation process of the structure of the language that is still ongoing in society [3, p. 3]. In Tunisia the language policy is focused on two areas: the Arabization of the French language and simultaneously the retention and support of the status of the French language in and of itself. In fact these three states of the Maghreb are faced with a so-called "endemic" multilanguage burdened by such phenomena as diglossia, triglossia and code switching. Specialists are talking about linguistic space which is subjected to pressure and contradictory influence from several languages (from four to six from Tunisia to Morocco).

The generally accepted classification recognizes the following languages on the territory of the Maghreb: Classical Arabic, Modern Standard Arabic, Arabic as a kind of intermediate language, varieties of Arabic dialects, Berber (Tamazigt) and French. To these languages specialists should add a "mixture" of Arabic-French or Sabir (Mediterranean trade jargon, consisting of Arabic and French words) or in other words Arabic-French existing as a mixture of borrowings from both languages [4, p. 1-5].

French and Arabic (both classical and modern) languages compete for the status of the language of interethnic communication in the region, and also compete in education, public administration,

economics and the media. The French language, in fact, has never been completely ruled out because the adoption of Standard Arabic as a state language has led to the emergence of numerous problems associated, on the one hand, with the Arabic language itself and, on the other hand, with ethnic and political conflicts in the choice between the Arabic classical language, its dialects and Berber languages.

First, the Arabic language, the language of the Koran and writing, in this region is often far from being used by the population, especially rural, just as much as any other foreign language. Despite the policy of compulsory schooling in all three states of the Maghreb illiteracy is still widespread. In addition according to a number of linguists the Modern Arabic language which is currently on the way to modernization has not yet fully integrated the language of scientific, technological and IT innovations, taking into account the pace of changes in these areas and the speed of their spread.

Secondly, even among the elite the adoption of a common unifying version of the Arabic language is far from unanimous. The devotion to the regional versions of the Arabic language is very strong and resilient to change especially in terms of assimilating new scientific and technical terms. The Maghreb countries in fact have disagreements on this issue not only with the states of the Gulf of Guinea or Saudi Arabia but also with the countries of the Middle East, whose dialects according to the Maghreb people have too many Anglicisms. Such claims are mutual but on the other hand they focus on borrowings from the French language.

Finally, we are talking about the universal language, the mediating language, and in this case the obstacle is the sustainable use of the dialects of the Arabic and Berber languages in various versions as the "unique and one-of-a-kind" language of communication of a particular group, the language of primary socialization of the speaker, the native language. Sociologists and sociolinguists are unanimous in their conclusion: the native language for the population of the region is either dialect of Arabic or Berber languages but not Standard Arabic.

The Arabic language of the Koran despite its beauty no longer expresses everyday needs, only a number of outstanding scientists and imams are able to use it. The rest of the population speaks a dialect [5, p. 71-82].

Being native languages for the speaker, however these dialects cannot get the status of the official state language, yielding of this Standard Arabic language due to the activities of defenders of the integrity of the language as well as in connection with the strong traditions of the Arab Muslim world.

That is why the French language remains the necessary language in the region being a means of interethnic communication along with dialects of the Arabic language in the Maghreb.

The constitutional discourse "hushes up" of this fact of the presence of bilingualism or multilingualism that is represented in the countries in question. Bilingualism or multilingualism in addition testifies to the phenomena of diglossia or even polyglossia since different local variations of the language are layered into the Arabic language as an intermediary.

Articles of the constitutions of the states in question indicate that the language of education is Standard Arabic. Nevertheless according to data for 2002-2003 French was taught compulsorily at an early age:

- from the third year of schooling in an elementary school in Tunisia, from 9 to 10 hours per week, reaching 12 hours per week in the senior year Primary school;
- from the third year of study in Morocco, 8 hours per week, while in private schools the number of French hours reached 15 per week and
- from the third year of the initial cycle training in Algeria.

Among the foreign languages French received the greatest share of application. Also interesting is the fact that in the three Maghreb countries, technical and scientific disciplines along with their terminology as well as teaching physics are taught in French.

As for universities there is no Higher Education Institution in Morocco and Algeria where only French language training is provided in all faculties but in each of them there are disciplines that are taught almost entirely in French. Whereas, on the contrary, there are universities in Tunisia that provide training only in French. Nevertheless, linguists and sociolinguists note that Standard Arabic is important for the basic school level but does not affect the use of French in secondary schools and universities. French

monopolizes science, Arabic has become the main language of literature. This gives the French language the opportunity to maintain its high status in the region as the language of access to technology innovations, the language of instruction and the elite, the language of opportunities for career growth, the language of social success.

According to sociolinguists the French language should be considered in the Maghreb countries as a second language and not a foreign language according to three signs: the beginning of language training at a very young age, this training is compulsory and the number of hours is very close to the number of hours of learning the state language.

Of course the specific role of the language in outdoor advertising is most clearly demonstrated by the status and role of the French language in the linguistic landscape of the Maghreb countries.

As an initial study we would like to draw attention to the number of signboards in French, in particular, the names of restaurants and cafes.

The corresponding signs in Morocco: Au Palais du Jardin, Le Chalais de la Place, le Relais de Paris, Restaurant Espagnole (10 of the names on the popular site 4 in French, 5 in various other languages and 1 in Arabic)

The situation in Algeria is different; the position of the Arabic language in outdoor advertising is strong (50% to 50%) (La Palmeraie Restaurant, Lolivier, La Cantine, etc.).

In Tunisia, according to the materials of the popular local restaurant operator, the number of names in French is much higher than the number of signs in Arabic (103 versus 40). For example: Le Comptoir de Tunis, Restaurant le Dome, Chez Gerry, Le Baroque, L'Astragale, Le Grand Cafe du Theater, La Closerie, La Parenthese, Restaurant aux Champs Elysees, L'Entracte, Cafe et Restaurant.

The practical data obtained by us do not allow us to analyze the linguistic landscape of the Maghreb in full but it demonstrates the main trends with regard to the role of the French language in the region.

Conclusion

Conclusions on the results of the study have both theoretical and practical implications.

This study requires continuation, and the material deserves further analysis.

Based on the abovementioned we can conclude that if you are visiting the Maghreb, you should be aware that you are in the world of Francophonie, the links with the French language are present here at every step. Certainly, the French language in the region is not an official language but a language of direct actual communication. It is necessary to mention such variants of languages as the standardized version of French and local variants that are transformed into an Arab-French variant, the so-called *sabir*, so vividly characterizing the universe of the native speaker of the Maghreb [3, p. 1-7].

The situation is very complicated, it is difficult to establish the boundaries between the use of the languages in question or linguistic varieties, the speakers in the Maghreb alternate dialects in accordance with their needs. Languages interpenetrate. Geographical and temporal conditions, spaces, socio-cultural environment, type of relations between carriers, gender, there are so many parameters that affect the choice of language code, as well as the style and form of language.

Just like Arabic, French reflects the situation of diglossia therefore the claim exists that in any case French is no longer a foreign language in Africa [6, p. 16]. The French language in the north of this continent is developing and being updated, enriching such an ancient local culture, famous for its rich traditions and unique features.

The results of work can be applied in the area studies course for translators for professional work worldwide.

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Structural Features Of Nosological Terms In The English And Russian Languages

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Abstract

The study aims to identify the structural features of nosological terms of the English and Russian languages.

Scientific novelty of the research is shown on the background of insufficiency of studies on the structure of medical terminology in comparative aspect, particularly in the English and Russian languages.

The analysis of theoretical and illustrative material has required the usage of the following research methods: continuous sampling; inductive-deductive method; structural analyses, statistical analysis.

The given structural analysis revealed the predominance of two-component terms – 83% of the total number of polylexeme terms in the English language, 82% of the total number in the Russian language. There were evolved 385 of Russian and 389 English multicomponent terms.

The analysis of two-component nosological terms in the studied languages helped to highlight the most productive structural models. There were identified five structural models of two-component terms in the English language and four in the Russian language. The most productive model is the structure of Adj. + S (an adjective in the function of attribute + noun: 62% (200 terms) in English, 79% (251 terms) in the Russian language.

The most common model of the three-component terms in English and Russian terminology is the model Adj.+S+S (in English terminology – 10%, in the Russian terminology – 8%).

Terms that contain four or more components represent only 2% of the total number of terms in Russian and 1% in English.

The data of the given research allow to conclude about the significant similarity of the English and Russian term system. This method of term formation reflects the distinctive features of the concept in the term, making it a highly productive both in common language and in such specific terminology as medicine.

Keywords: language, translation, speech, linguistics, medical terminology, term, model.

Introduction

Nowadays, as separate scientific fields are actively evolving and new concepts are being formed, scientific terminology is acquiring special significance in the language. It is impossible to study any sphere of knowledge not being familiar with its terminology.

The objective of this work is a comparative study of medical terms, meaning human diseases, in the Russian and English languages in their structural aspect.

The objective set in the work suggests solving the following tasks: 1) to study and generalize theoretical material of domestic and foreign investigations conducted in the field of terminology; 2) to examine and compare the ways by which medical terms- collocations are formed in the languages under study.

The carried out research is topical due to insufficient investigation of medical terminology based on the material of structurally different languages; lack of expertise in structural features of medical terminology; the necessity to bring out productive ways by which medical terms are formed in English and Russian.

Nosological terms-collocations (names of diseases) in the Russian and English languages have been chosen as the research material, since a person is most commonly faced with this field of terminology.

Methods

The analysis of theoretical and supporting data comprise the usage of such methods as *continuous sampling method* (selection of factual data); *inductive-deductive method* (making sense and integration of theoretical information and observation); *comparative method* (the identification of similar and distinctive features of the terminology of two languages); *method of structural analysis* (the establishment of a word-building structure and the identification of models of word-building structures and word-combinations on which modern medical terms are formed); *elements of component analysis* (when studying the semantic structure of medical terms in the given languages); *method of statistical analysis* (with statistical calculations).

Research and Results

Among terminology investigations carried out by foreign linguists it's good to point out linguistic achievements of Eugen Wüster who put forward the idea of elaborating terminological and lexicographic principles that are of great importance both in national and international terminological practice. Scientific researches of the Austrian scholar let systematize the usage of terms; his works facilitated the ordering of term systems and allowed to establish the main principles of compiling international term dictionaries. Eugen Wüster is by right considered to be the founder of terminology studies as a separate science in Europe. According to him, terminology is characterized by the conscious term formation, its main features are association of a term with a special notion, precision and single meaning of a naming unit outside the context, ease of use [1].

The German scholar L. Olschki conducted an investigation of terminology in its dynamics and analyzed formation of terms with the help of linguistic creativity of other scientists [2].

So, the investigations by foreign linguists Leonardo Olschki and Eugen Wüster laid the methodological foundation for terminology studies as a science.

D.S. Lotte is regarded as the founder of the domestic terminological school. In his work "Bases of construction scientific and technical terminology: aspects of theory and methodology" the scholar points out tasks and defines methods of ordering technical terminology, as well as searches for the answers to the questions of selection and formation of scientific and technical terms. D.S. Lotte believed that terminology is turning into an independent scientific branch characterized by its specific features [3].

Works by G.O. Vinokur and A.A. Reformatorsky affected the development of domestic terminology immensely. In his publication "About some phenomena of word building in Russian technical terminology" (1993) G.O. Vinokur touched upon questions that are topical both for that time and present time; they are connected with the definition of linguistic entity of a term, functional arrangement of term systems, correlation of terminology and nomenclature. In his opinion, denominative function acts as a defining function of a term [4].

A.A. Reformatorsky, a renowned philologist and terminologist, who conducted pioneer research in terminology studies, noted that a language exists as a structural element in the body of science. For all that he pointed out that the more "scientific" science is the more important in the language structure [5].

However the most large-scale linguistic elaboration of term entity problem was undertaken in the 60s of the previous century within the functioning of terminological schools [6]. The initiator of the debate on the subject of the notion "term" contents was R.G. Piotrovsky, a prominent philologist and terminologist [7]. The debate motivated scholars to make scientific inquiries which in their turn determined the further prospects and directions of terminological studies. Active scientific researches led to the separation of a new scientific field – terminology studies – which is aimed at defining the consistent pattern of terms emergence and the existence of terminological systems [8].

Having fortified its position at the end of the 80s in the 20th century, terminology studies currently deal with the correlation of expressing terms (morphological constituent) with content (semantic constituent) as denominative units of special professional notions.

Medical terminology in different aspects was investigated in the works of many linguists [9]. Scholars studied the semantics of medical terminology, the history of its development, general tendencies in its formation. Scientific novelty of this research becomes apparent due to the insufficiency of works devoted to the comparative study of medical terminology structure particularly based on the material of the English and Russian languages.

According to V.M. Lejchik terms come forth as elements of "common names in vocabulary of the language for special purposes" [8].

In search of more precise definition of the word "term", G.O. Vinokur, V.V. Vinogradov, D.S. Lotte suggest the link between a term and a notion [4, 10, 11]. According to D.S. Lotte "a term is a word or a subordinate collocation that has a special meaning, it expresses and forms professional notion and is applied in the process of learning and mastering scientific, professional and technical objects and their relations" [11]. G.O. Vinokur also states the equivalence of a term and a scientific and technical notion in a particular sphere of knowledge [4].

A.S. Gerd, on the contrary, draws the line between the meaning of a term and a notion, deliberately pointing out the inability of the definition to fully express the signs of a scientific notion [12].

The described approach gradually spread in the works of domestic scholars and predetermined the diversity in interpreting the word "term".

Therefore, a term is stated to express scientific notion. Outstanding scientists in the field of terminology such as A.A. Reformatorsky, V.M. Lejchik, D.S. Lotte in their researches stress the link between a term and a notion [5, 8, 11]. Since a term is a unit of a lexical and semantical language system, it possesses a lexical meaning, which correlates with the denoted notion.

In our research a term is a word or a collocation that has a special meaning; it forms and expresses a professional notion.

The idea of notional systematic nature of medical terms can be taken as a basis for the structural analysis [13]. "The inner structure of sign systems and speech – language as a special sign system should be studied through the prism of main processes occurring in the social integer: 1) reproduction and translation; 2) functioning and 3) development" [14].

Structural analysis of terms suggests implementation of the formal approach. According to the principles of the formal approach, structural types of term formation are under study.

The contemporary concept of collocations in many respects originates from V.V. Vinogradov's theory according to which collocations present grammatical unities formed by two or more notional words. V.V.

Vinogradov claims that "a collocation is a complex name. It carries the same nominative function as a word" [10].

D.S. Lotte's first researches in the theory of a term already contained attempts to investigate terminological collocations. He studied them in terms of their cohesion as well as the relation between their components [11].

Terms-collocations are more stable when compared to free non-term phrases. They have different degree of notional separability. One cannot substitute one of the components for any word taken from the common-literary language; this can be done only with a definite word that is part of a concrete semantic group.

Scientists D.S. Lotte and R.G. Piotrovsky divide terms-collocations into two groups: 1) nonseparable terms-collocations, 2) separable terms-collocations [11, 7]. According to our sampling the following terms can refer to the first group: Rus. petushinaja pohodka, volch'ja past', zajach'ja guba; Eng. foot-and-mouth disease, chicken pox, small pox, German measles etc. [15-18]. Terms related to the second group: Rus. brjushnoj tif, cistit jazvennyj, uretrit kistoznyj, allergija pyl'cevaja; Eng. sore throat, ear infection, short sight, cold allergy etc. [15-18].

Rich factual material of disease names allows manipulating various types of complex denominations. Intensive usage of compound terms during the term formation provides a way to express the diversity of various distinctive features of a notion [6].

Structural analysis of English and Russian multicomponent nosological terms brought out the prevalence of two-component terms-collocations – 83% of polylexemic terms in English, 82% in Russian. The total number of multicomponent terms in the Russian language – 385, in the English language – 389.

Having analyzed the types of two-component nosological terms-collocations we managed to distinguish the most productive structural models. In English as well as in Russian the most productive is the structure Adj. + S (adjective functioning as an attribute + noun). Adjectives maybe placed in the postposition. 62% (200 terms) in the English language and 79% (251 terms) in the Russian language.

Eng. papular acrodermatitis, papillar adenocarcinoma, atopic allergy, bacterial allergy, hysteric amaurosis, episodic amnesia, aplastic anemia, hemolytic anemia etc. [15-18].

Rus. trahomatoznyj limbit, sistemnyj limfangiomatoz, mikozy gribovidnyj (granulema gribovidnaja), mioklonicheseskaja jepilepsija, snezhnaja oftal'mija, krolich'ja lihoradka, toksicheskaja jekzantema, strigushhij lishaj, zlokachestvennaja adenoma etc. [15-18].

Other productive structures of the two-component terms-collocations in the English language are the following:

1. S + S (noun + noun functioning as an attribute) – 19% of the total number of two-component terms: potato tumour, chicken pox, drug addiction, heart attack, grass pollen, food allergy, hair cast etc. [15-18].
2. S + S (PN) (noun + noun expressed by a proper name in the possessive case) – 14% of the total number of two-component terms. They are so called eponymic terms: Ewing's sarcoma, Weil's disease, Kaposi's angioma, Pott's disease, Malta fever, Ebola fever, Cushing's syndrome, Barlow's disease, Crohn disease, Addison disease, Alzheimer's disease etc. [15-18].
3. S + of + S (a combination of nouns with the preposition "of") – 3% of the total number of two-component terms: congestion of conjunctiva, cancer of stomach, carcinoma of prostate,

adenoma of kidney, carcinoma of breast, carcinoma of skin, progonoma of jaw, angina of effort, dropsy of brain, deficiency of blood etc. [15-18].

4. S + P (noun with a participle in the present or past tenses functioning as an attribute) – 2% of the total number of two-component terms: hooping cough, sleeping disease, differentiated cancer, migrated tumour, branching cancer, growing tumour etc. [15-18].

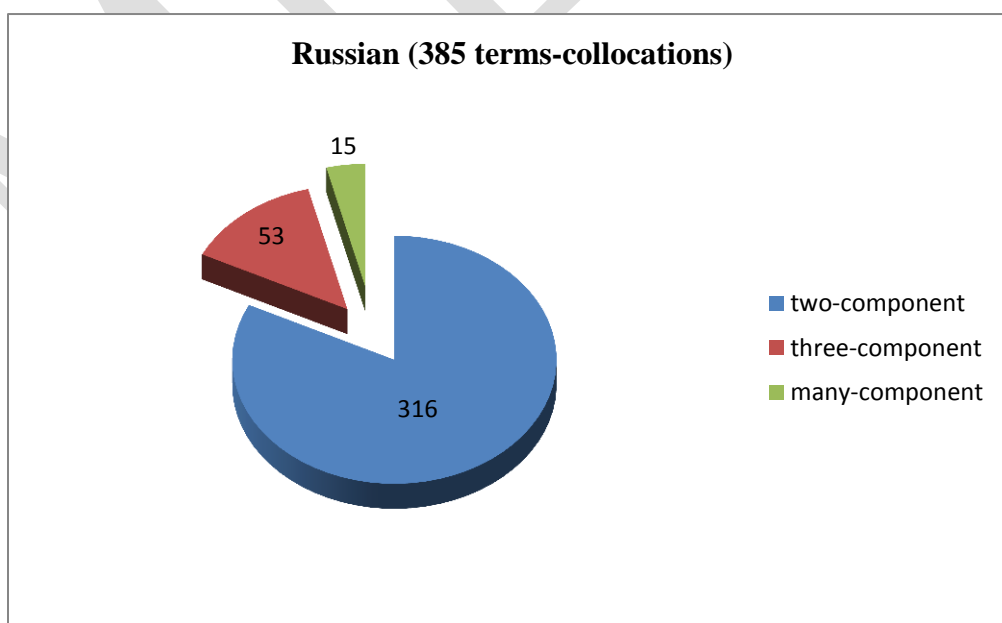
In the Russian language apart from the most common structure mentioned above Adj. + S (adjective functioning as an attribute + noun) that is 79 %, the following two-component words-collocations can be distinguished:

1. S + S (noun + noun functioning as an attribute) – 4% of the total number of two-component terms: golova Meduzy, nejrojepitelioma setchatki, adenoma gipofiza, aurantiaz kozhi, berillioz kozhi, hondromatoz kostej, fibroma matki, hriziaz pochek, kista jaichnika, skleroz kosti, nevroz ozhidanija, lihoradka litejshhikov etc.[15-18].
2. S + S (PN) (noun + noun expressed by a proper name in the possessive case) – 13% of the total number of two-component terms: bolezni' Botkina, anemija Kuli, sindrom Van-Goga, angina Ljudviga, katarakta Koppok, bolezni' Goshe, opuhol' Vil'msa, Basedova bolezni', sindrom Dauna, opuhol' Krukenberga, sindrom Gamsel Hanta etc. [15-18].
3. S + P (noun with a participle) – 4% of the total number of two-component terms: metastazirujushhaja lejomioma, recidivirujushhaja jepiteloma, skleroizirujushhaja lipoma, infil'trirujushhaja lipoma, central'no-raspolozhennaja osteoblastoklastoma, vysokodifferencirovannaja liposarkoma etc. [15-18].

The research data can be represented in assembled diagrams.

Diagram 1.

The proportion of terms-collocations



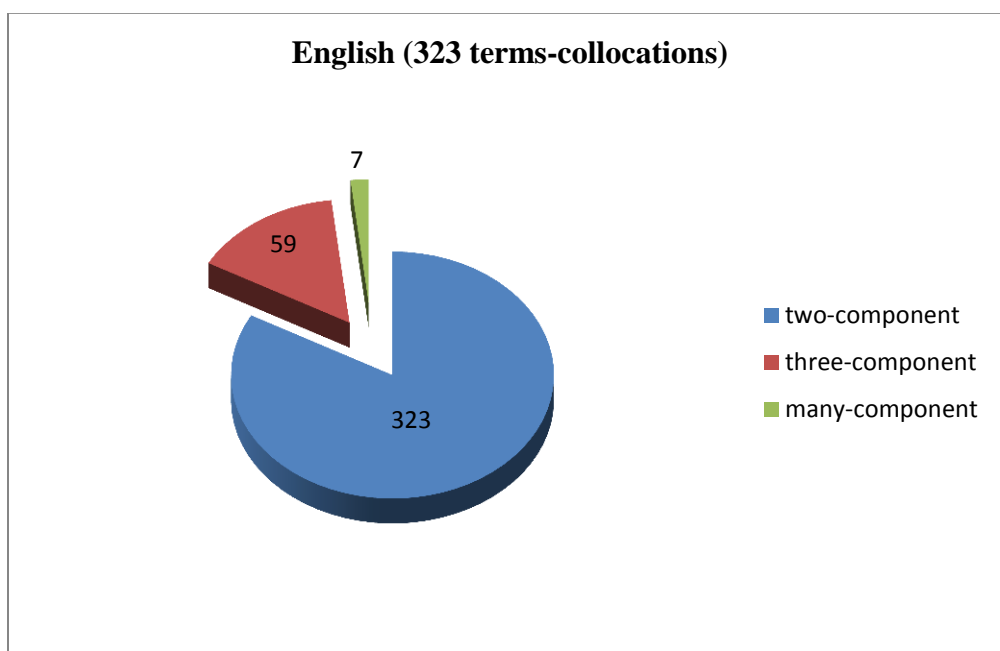
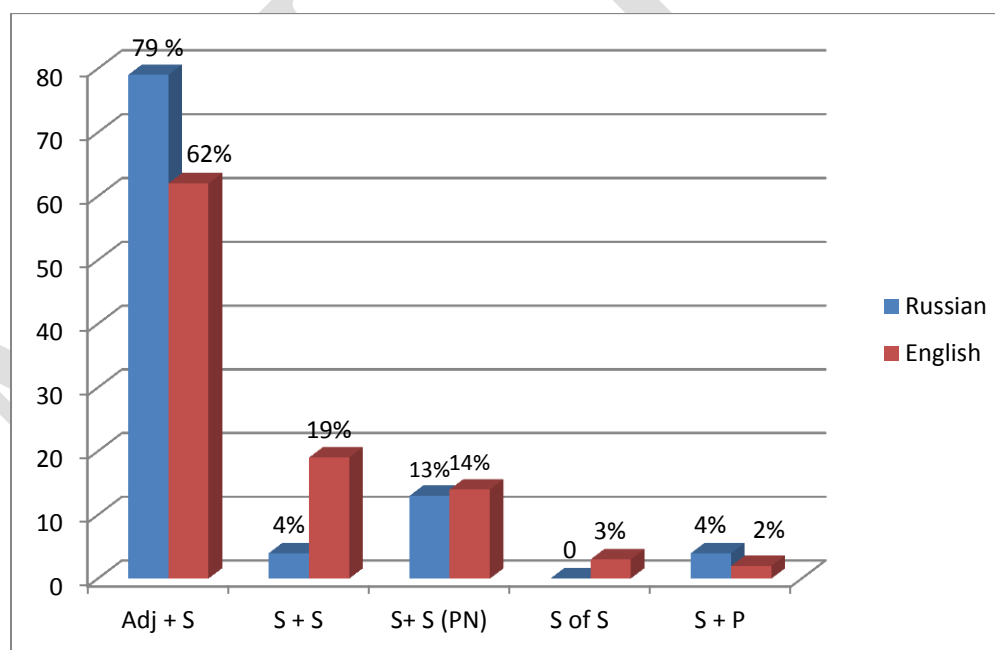


Diagram 2.

The most productive structures of the two-component terms-collocations



Discussions

The results of the conducted investigation demonstrate almost the same ratio of terms-collocations in the English and Russian languages. As can be seen from the above, there have been distinguished five structural models of two-component terms-collocations in English and four - in Russian. The structural model S + S represents 19% of terms-collocations in English, whereas in Russian - only 4%. This distinction can be explained by the presence of such terms-collocations in the English language that

ascend to Greco-Latin terms in their original form and present a combination of nouns, whereas in Russian such terms were assimilated, for instance: erythema induratum (indurativnyj tuberkulez kozhi), folie circulaire (indurativnyj tuberkulez kozhi), influenza psychosis (grippoznyj psihoz), tuberculosis mastitis (tuberkulez molochnoj zhelezy), herpes catarrhalis (gerpeticheskaja lihoradka), lichen pilaris (volosjanoy lishaj), urticaria pigmentosa (volosjanoy lishaj), angina follicularis (follikuljarnaja angina) etc. [15-18]. Unlike the Russian language, there has been distinguished the structural model S + of + S (a combination of nouns with the preposition "of") in English.

Three-component terms-collocations represent 10% in the English terminology, 8% - in Russian. The most common model of three-component terms-collocations in the English and Russian terminology is the model Adj. + S + S: Eng. congenital heart defect, high blood pressure, low blood pressure, green monkey disease, congenital varicella syndrome, allergic contact dermatitis, sebaceous cell carcinoma, mammary gland cancer, basal cell carcinoma etc. [15-18]. Rus. stojkij akrodermatit Allopo, linejnaja atrofija kozhi, bugristaja fibrosarkoma kozhi, mercatel'naja bradisitolicheskaja aritmija etc. In the structure of three-component terms there can be distinguished the model S + S + S in English: plasma cell tumour, poikiloderma atrophicans vasculare, childhood muscular dystrophy, while in Russian there is the model Adj. + Adj. + S: diffuznaja perivaskuljarnaja sarkoma, multicentricheskaja jepitelioidnaja sarkoma, fibroznyj lokal'nyj ostit, ambulatornyj brjushnoj tif, alkohol'nyj polinevritnyj psihoz, atipichnaja virusnaja pnevmonija, gematogennyj ostryj osteomielit etc. [15-18].

Four or more component terms-collocations represent only 2% of the total number of terms in Russian and 1% in English: Rus. allergicheskij kontaktnyj dermatit na gubah, vyzvannyj upotreblenijem zhevatel'noj rezinki; ostryj lihoradochnyj nejtrofil'nyj dermatoz, psevdogipertroficheskaja detskaja myshechnaja distrofija, ostraja respiratornaja virusnaja infekcija etc. [15-18]; Eng. Flinders Island spotted fever, acute febrile neutrophilic dermatosis, Rocky Mountain spotted fever, chronic obstructive pulmonary disease etc. [15-18].

Conclusion

The contrastive-comparative analysis of terms-collocations in English and Russian made it possible to conclude that there is a considerable similarity between the languages under study. This way of term formation allows reflecting to a large extent the distinctive features of a notion in a term. That makes it productive in the common-literary language as well as in such specific terminology including medicine.

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Teaching English: Listening Skills

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Abstract

The paper presents the overview of the features of perception of sounding speech and bilingual students' phonetic difficulties while listening English speech. The issue is relevant and of considerable interest for teaching English as a foreign language. The difference between language systems and other factors such as Intonation system may cause problems in perception of foreign speech. The aim of the paper was to find out the phonetic difficulties for Russian and Tatar students with listening tasks. Distinction between a visual and acoustical image of the word also considerably complicates understanding during listening. Research problems in the paper were: 1) to follow psychological difficulties during perception and understanding of the spontaneous speech; 2) to find solutions of reducing phonetic difficulties of listening; 3) to improve the development of auditory memory and listening skills by bilingual students.

Keywords: Education, student, learning, teacher, listening, university, bilinguals

Introduction

Listening, perception and understanding of foreign speech has always been very important for the process and the purpose of communication. The questions of forming students' ability to percept information are much spoken among methodologists and educators. There is a positive influence of oral skills' training on reading abilities (Alazard, Astésano and Billières, 2010). Development of Internet and technical opportunities increased the role of listening sounding speech information as means of communication between people and one of the types of speech activity. Relevance of the problem chosen as an object of research is explained by the low level of formation of listening abilities of special information, academic, scientific or social by students of University, despite much attention is paid to formation of these abilities and considerable number of the methodical works were devoted to this problem. One of the reasons of low perceiving abilities is a fact that many students of Kazan (Volga region) Federal University are native Tatars and have definite difficulties in perceiving speech in English. Globalization in all spheres of our life, development of cultural, scientific, economic world demands knowledge not of one and not of two, but more languages. By the end of the second year students have to understand lectures in both Russian and English. At the same time students - bilinguals may perceive the prosody and the phonemes of a foreign language through their own prosodic and phonemic system (Intravaia, 2000; Troubetzkoy, 1976 [1938]). The aim of this study was to overview some difficulties of perceiving an English speech by bilinguals. Bilingualism or polylingualism is a characteristic sign of our time. Modern Tatars represent language identity of new type, equally communicating in the native (Tatar) state language, state language (Russian) and one of the foreign languages (English). Inevitable

phenomena of interference are: intervention influence of assimilation of Russian language and safety of native Tatar language. Teaching English in schools and universities in the republic of Tatarstan (Russia), English language system are imposed on bilingual language base of students. The situation at which three languages enter interaction and contact has been created. During a foreign language teaching process there is a need of the accounting of similar and distinctive signs, their influences on each other. Interdisciplinary judgment acquires special relevance. In this regard, integration of knowledge from other sciences as comparing language specific features such as structure of a sentence, speed of speech, intonation, accent, and stress in different languages, cognitive linguistics and psychology became necessary. This integration of knowledge while searching the reasons and ways helps to solve some methodological problems of teaching bilinguals to perceive a foreign speech. The question of a role and the place of the native language in the course of teaching a foreign language is one of the main in methodology. Comparing of two languages, the analysis of the facts of reflection of the same concept of various languages broadens horizons and develops dialectic thinking of students. At the same time all this opens different elements and secrets of typical mistakes of students before teachers.

Comparison of two languages prompts ways of overcoming of difficulties, provides sequence of selection of language material, prompts logic of the organization of educational and learning process i.e. forms a basis for the methodological conclusions.

Materials And Methods

Many methodologists consider that teaching a foreign language is willingly to begin with listening that is followed by reading, speaking and writing. Audition as the initial stage of training was for the first time offered by H. Palmer (Palmer, 1923) who considered that "passive listening" at the initial stage of learning develops ability to understand the speech and to speak. Proceeding from these directions in linguistics, pedagogics and psychology, H. Palmer puts forward imitation and learning by heart as the basic principles of learning of foreign language. The system of exercises offered by H. Palmer includes especially receptive work (subconscious understanding, conscious oral assimilation, implementation of orders, short answers to general questions), receptive - imitation work (repetition of sounds, words and offers after a teacher), conditional conversation (a question and answers, orders and answers, offers), and natural conversation. Such system of exercises provides the movement from the faultless, graduated on complexity educational speech, to free, creative speech. In Carroll's view, some students learn foreign languages more quickly than others (Carroll, 1981) do. J.B. Carroll proposed a model of ability including four components (phonemic coding ability, grammatical sensitivity, inductive language learning ability, and associative memory), and developed the related Modern Language Aptitude Test (Carroll and Sapon, 2002). P. Pimsleur (1966) developed an alternative test Pimsleur Language Aptitude Battery (PLAB). The final version of the PLAB contains six sections (Pimsleur, et al. 2004), each one testing different aspects of the four predictive factors (verbal ability, auditory ability, motivation and grade point average). The fifth and the sixth sections are Sound Discrimination, which tests the ability to learn new phonetic distinctions and to recognize them in different contexts and is a measure of auditory ability; Sound-Symbol Association that tests the ability to associate sounds with written symbols is another measure of auditory ability.

The Pimsleur Language Aptitude Battery placed more emphasis on auditory factors and less on memory (Dörnyei, 2010). The "initial" period in H. Palmer's system and an introduction course of "pure" listening can be conducted on fragments of the monological speech, short dialogues, presentations of various announcers, group discussions. Training of orally perception should begin with audition of several sentences, distinctly and emotionally said by the teacher. Listening fragments he recommends doing a pause as the psychological moment during which it is possible to check understanding. Longer contexts and more difficult language material without evident support in presentation of voices of announcers can be used further. Contexts have to be interesting and emotionally rich. Then it is possible to use tape recordings and to listen to radio. It is also necessary to divide the audited text into parts and to ask the controlling questions after each part. Questions can be asked about all context when the listeners begin to

understand the text and can keep the contents in memory. Special questions are recommended for checking understanding.

Results

The difference between writing and pronunciation is a phonetic difficulty for Russian and Tatar students during listening. Distinction between a visual and acoustical image of the word considerably complicates understanding during listening. "Universal phonologic classification" – classification of segments of the speech by the distinctive signs having articulation character has been offered by the American linguists N. Chomsky and M. Halle in 1968. They recommend studying the whole families of related words and rules of spelling, a vocalic and consonant ablaut so that spelling did not cause difficulties (Chomsky and Halle, 1968). Deleting of a side between words can be referred to phonetic difficulties of audition as well as existence of acoustical similarity between oppositions under the influence of the next sounds.

Phonetic difficulty in audition is presented also by an accent. T. Bowen and J. Marks (1992) recommend training perception of an accent with visual aid. While training intonation is also necessary to use contrast. J. Kerr (2000) suggests that global improvements in intelligibility may be made by working on vowels alone. He also says that structures may be practiced first in slower, more prolonged utterances. The speed of utterances has to be gradually increased to normal speaking speed. This progression may also be important in helping the speaker internalize the motor patterns (Kerr, 2000).

Because of linguistic comparison of the English and Tatar languages at the phonetic level (first of all at the level of timbre registration of the speech); the English pronunciation can reveal some regularities of an interference of the native language in the process of teaching Tatars.

According to it, contrast comparison of the Tatar and English languages in respect of distribution of concordant phonemes has been carried out. Consecutive comparison of the specified phenomena of the compared languages has given the chance to reveal essential distributive distinctions.

Reflecting the general regularity of a structure of a speech chain in the German group of languages, English is characterized by very high consonant saturation of sound chains. It means that the structure of a syllable typical for English allows confluence of a row to 7 consonants. We will note that Russian is also inclined to complication of combinations of concordants though this feature is not so brightly expressed in it as in English.

Examples from English language: scheme, neck, scream, next, texts.

The syllabic type consonant + vowel is peculiar to Tatar therefore confluence of several concordant phonemes to be perceived for them unusual and where within one syllable there is a group of concordants which is inconveniently said for them, it right there breaks by vowels.

Examples: project – [prɒdʒekət], text – [tekəst].

Teaching English of bilinguals, teachers often come across with the following misunderstandings while students perceive information orally. The sentence *He has seen Nelly* may be heard as *He has seen Elly*; *It is a nice house* as *It is an icehouse*. The lack of logic signs of phonemes also belongs to phonetic difficulties of audition: e – æ; i – i; ʌ – α. Tatar students, whose Tatar language is native, hear no difference between phonemes [ɔ] and [ʌ]. The word *nut* can be apprehended as *not*. Phonemes [e] and [ə] also poorly differ for Tatar students and are perceived as the Tatar sound [ə]. The sound [r] is linking and is perceived by Tatars as the beginning of the next word [faðə + rənd mʌðə]. English short sentences are often heard as one word. For example, *Here he is ...*, and *so on ...*, etc. aurally seem to Tatar students as words [hiəhiiz] and [souən].

Unfamiliar parenthesis is perceived not as introduction, but as the speech pieces that are directly connected with sense of the sentence or representing independent semantic groups. Instead of a lip and tooth slot-hole sound [v] Tatar students perceive it as slot-hole sonant [w] and vice versa. *Where is* they perceive as *Varies*.

There are no diphthongs, trip thongs in Russian. In Tatar language there is one diphthong [symiy] and there are no trip thongs. Two and three syllable combinations are similar to diphthongs and arise on a joint of words. Words with diphthongs and trip thongs in English present a certain difficulty for Tatar

students at audition and perception of the English speech. In Tatar language, there is no phoneme [tʃ], so words watches, matches etc. by Tatar students are perceived as [wəʃiz], [mæʃiz]. The word with a suffix is often perceived as two words: [daut-lis], [di'veləp-mənt]. Prosthetics of vowels by Tatar students also complicates listening and perception of the English speech. For example, *circus* is heard as [sikəs]. Essential work on differentiation of phonemes has to be carried out in a context by the principle of contrast of acoustic properties and distinctive signs.

Only contrast accents can help to learn and understand the sense of English sentences (Allen, 1972). The same sentence should be said with an accent on various words, explaining thus change of sense. It allows students then to understand the lectures given in English. The correct partitioning of a flow of the speech on semantic pieces – syntagmas, the use of pauses, the correct use of verbal and phrase stress also present phonetic difficulties of audition for Tatars. Pauses in Tatar speech can arise in any place of a sentence.

Min /kiche belen/oyden chictym da/ tury kinoga kittem.

The intonational system of Tatar language considerably differs from the English one. If the English intonation pattern is characterized by the variety of intonation scales and tone of completions, the scale in the syntagma of Tatar language is usually flat with a slight rise and fall at any stressed syllable word, which is important semantically. Quick rise and fall of speech tone in the stressed syllables hardly perceived and the speech seems monotonous in Tatar. The perception of an intonation system of the English speech is difficult for Tatar students because of the seemingly fast speed and higher frequency level especially of English speakers-women. Normal rate of the English speech is 180 words a minute, Tatar speech is 120. It is explained also by a different lexical and grammatical system of languages. It is difficult for Tatar students to divide English phrases into syntagmas because of higher speed of pronouncing. Syntagmas length and the length of the pauses between syntagmas is more important than the speed of pronouncing words in syntagma (Rivers, 1964). The longer the syntagma, the harder it is perceived when listening and less strongly keeps in memory. During the pause, the listener pronounces the piece of apprehended thought. If the syntagma consists of ten words or more, the listener during a long pause realizes the heard piece, unites the previous syntagmas and try to foresee semantic character of the sentence. In natural speech with long pauses the phenomena of hesitation is followed by certain fixed expressions, which lengthen a break in sounding of syntagmas without changing sense. The phenomena of hesitation extend pauses and reduce the amount of perceived information. The longer the pause, the easier is listening and understanding processes.

There are also phonetic and psychological difficulties during perception and understanding of the spontaneous speech. Repetitions of words, expressions and correction or amendment are peculiar to spontaneous statements in any language.

He, he has come.

The scientific research, you know, is of great importance.

The phenomena of hesitations in spontaneous statements, which have a certain degree of modality, can be closely connected with sense (Dickinson, 1970). This phenomenon includes "intimacy signals" i.e. they give the relations of the statement speaking to a subject and such "intimacy signals" help to come into contact with the interlocutor. They can express anger, grief, irritation, pleasure, delight, doubt, consent, uncertainty, etc. All this is also perceived in intonation of the phrase.

The perception of the speech is not automatic process (Rivers, 1964). People selectively react to these or those aspects of a situation. Native speakers do not perceive reservations, phenomena of hesitation, fillers of silence and the false beginnings of their own and of an interlocutor. Native speakers usually do not perceive all excess phenomena in the speech the lack of which would not violate the content of statements. In the process of listening, it is extremely important to acquire the skill of conscious perception of "intimacy signals" which are not connected with sense of expressions and the ability to select and to understand the sounding speech.

Discussion

As a supportive application for understanding, use the written text at all grade levels of teaching language (Rivers, 1964). L. Dickenson (1970) offers the following types of work:

1. Record contexts completely without gaps;
2. Make the mark up stress and intonation;
3. Perform exercises in simultaneous interpretation;
4. Use audited record as material for discussion.

W.H. Sumbly (1962) suggests to use the illegible speech for training listening with accompanying noise as such speech should be heard in most cases on all sources of information. I.A. Zimnyaya (2001) also recommends training listening in the complicated conditions of perceptions. A number of authors do not recommend training audition and perception of the text using two channels: auditive and visual as the graphic support will not provide students an understanding skill in listening further (Stack, 1960). I. Kondrateva, A. Valeev and M. Safina (2016) think through learning of listening as speech culture.

Language redundancy is a positive factor in perception of information when listening. Excess elements in language are the words, which are not connected with contents of the message, syntactic relationship and word compatibility. They are repetitions, redemands and fillers of silence. Grammatical forms if they duplicate each other can be superfluous. Communicative language must have a certain amount of redundancy. The authors of the article from their experience consider that students' acoustical memory develops poorly. In school training the basic are visual sources of information. Teaching a foreign language in high school it is necessary to conduct target listening in order to "revive" the auditory memory and make it a reliable communication channel, providing a high quality of experience and opportunity to listen lectures on specialty in English increasing the academic mobility. Any auditive sources as listening to presentations during conferences, symposiums, listening to the radio and even a phone conversation promote the development of auditory memory and listening skills. It is necessary to practice as much as possible listening without support of visual perception (Rivers, 1964).

Conclusion

The English phonetics is based on historically developed pronunciation of various groups - native speakers of English and is not absolute or identical to all its carriers. There are many types of pronunciations and not only outside Great Britain, but in the Oldest England too. Up to that, representatives of different nationalities, of different types of pronunciation badly understand each other, the same situation is with other groups of people who only started studying English. Studied methodological works and papers, authors' own experience in language teaching allow giving some recommendations on teaching bilinguals. It may be essential laboratory work consisting of exercises for intensive listening. After repeated listening, the studied text is analyzed in terms of the challenges contained in it, which may include the following types of problems:

1. Phonological: the sound quality of the recorded text, sounds unclear to the listener, drawing syntagmas intonation phrases, unusual intonation patterns, etc.
2. Syntax: text contains complex semantically rich and unusually constructed sentences.
3. Semantic and lexical: the presence of unfamiliar words, proper names, set phrases and idiomatic expressions.
4. Phenomena of hesitation, reservations, and silence fillers, false start, and so on.

It is necessary to recommend the exercises in intensive listening to overcome difficulties. After listening of one of the moments, difficult for perception, it is necessary to stop the tape recorder and to analyze the difficulties in the text. After the analysis of difficulties, it is necessary to listen to the text in general, divide sentences into syntagmas, note words or a number of words, which are the semantic centers, or predicates of syntagmas. It is a phonological factor of the analysis of the text. To define also nature of terminal tone of a syntagma is important too. If the sentence breaks up to a number of syntagmas, it is necessary to define also degree of the semantic center or a predicate of every syntagma. Due to that, it

will be possible to establish syntagma, which is the most powerful in the semantic relation. This syntagma should be allocated especially.

Tatar students often perceive geographical and proper names as the common nouns, so it is important to give place names, proper names, figures, dates in a graphic representation as the visual support.

Mark Hancock's (Hancock, 2012) new edition of "English Pronunciation in Use (Intermediate)" has the distinction between the models to copy. In previous editions students were confused which native or non-native accents used in listening activities should be imitated by them (Henderson, 2012). Such textbooks will be of great help in training of pronunciation.

In the spontaneous speech of English, namely in its phonetic registration considerable quantitative and qualitative variability is observed. Intonational coloring of the statement can indicate speaking person's character and temperament, and the relations between interlocutors (Phonetic analysis of spontaneous English speech, 2015).

After conducted research, it was possible:

- 1) to reveal and analyze the reasons of an unsatisfactory condition of possession of listening skills in a foreign language;
- 2) to find reserves of the organization of systematic listening and to develop a way of its realization by means of modification in relation to specific conditions of training;
- 3) to determine the content of training in systematic listening at the definite language levels;
- 4) to allocate educational actions as a part of listening without "visual" help and with it; to develop the set of exercises adequate to process of improvement of listening and formations of "visual" listening;
- 5) to carry out selection of listening material in the specialty for systematic listening on the basis of a method of allocation and the description of semantic structure of the text which is most fully reflecting specifics of scientific style of the speech.

Psychologists recognize positive influence of visual support during listening because it is possible to apprehend six times more information for the same period than aurally. The visual support helps to minimize phonetic difficulties.

This is not a complete overview of the features of perception of sounding speech and phonetic difficulties for listening English by bilingual students. Ability to perceive the speech orally demands necessary training on contexts with gradually increasing difficulties for a long time. The offered forms of the organization of systematic listening; the developed set of exercises and ways of selection of listening material can be used in practice of training in other foreign languages taking into account their specifics.

Further research of this problem may provide the development of the technology and the organization of systematic listening for initial and other language levels for bilinguals; a system of listening for an English language course taking into account structure of semantic information in different areas of scientific knowledge; criteria for selection, introduction and fixing of lexicon, intonation, and stress.

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The Importance Of Dialogic Speech In The Process Of Foreign Language Teaching

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Abstract

Relevance of the issue under study is due to the necessity of the development of foreign-language dialogic speech, teaching methods of speech, usage of dialogic communication as a genre. The purpose of the article is to analyze two methods of dialogic speech teaching: deductive and inductive. The article outlines the importance of speaking as a form of verbal activity. The leading approach to the study is systematization and generalization of original facts and sources that allowed us to investigate foreign-language dialogic speech teaching. The results showed efficiency of using preparatory and speaking exercises, when foreign-language dialogic speech training. The research highlights that foreign-language dialogic speech should be systematic, targeted, as close as possible to the conditions of the reality that leads to a positive result in mastering a foreign language. The article may be useful for school teachers, lecturers when organizing the process of teaching a foreign language, and also in improving pedagogical culture of the general public.

Keywords: education, student, language, learning, teacher, child, experience, dialogic speech, verbal communication, language environment.

Introduction

The task of increasing the efficiency of foreign languages training at higher schools is becoming increasingly important nowadays. Teaching methods are constantly enhanced. The level of students' interest in studying foreign languages increases as well. Intensification of these aspects during planning a form and content of educational work, eventually, leads to the following main directions, namely gnoseological (imparting both country-specific knowledge and information about grammatical structure of the English language to students), axiological (development of students' value attitudes and motives of activity) and pragmatical (formation of students' communicative skills). These directions when determining academic work are focused on activization of educational process, to the basis of which it is possible to suggest such a recommendation as inclusion of students in cognitive, practical, social and political activities that are various in content and character. It provides the principle of connection with life [11]. Thus, different activities can be held in the form of festivals, conferences, thematic evenings, dramatization, organization of role-playing games, imitating a real process of communication, meetings with foreigners, etc. The main thing is to create proper atmosphere in the training process in which students would have requirements and possibilities to solve educational tasks creatively that would develop their ability to assess a situation independently and to choose the most effective solution [17].

A communicative goal is considered to be the main one in teaching foreign languages at institutes of higher education. It has to define the whole educational process. Here we mean forms of verbal communication, one of which, in particular, is dialogic speech.

There is no unity in interpretation of the term communication. Scholars understand it in different ways. A.A. Leontyev [7], A.N. Leontyev [8] interpret communication as an activity; B.F. Lomov [10] as relations; I.A. Zimnyaya [19] as "a complex, multidimensional process of establishing and developing contacts between people, generated by requirements of joint activity and including information interchange, development of common strategy of interaction, perception and understanding of the other person" [19]. We support her point of view.

Thus, in the process of communication as a form of educational interaction of lecturers and students there is information exchange, as well as planning and organizing their common activity [5]. Participants of the educational process become interlocutors. Interaction in subjective relations changes into cooperation, which is extremely important in the training process. From our point of view this issue will show the effectiveness of foreign-language dialogic speech training [5].

Our research was conducted to reveal difficulties that students face while they are expressing their own thoughts communicatively consciously and grammatically correctly.

The purpose of teaching a dialogic form of communication to students consists of forming students' language and communicative skills, abilities to form oral utterance in a foreign language in a professional context logically correctly and reasonably well. To solve this problem a teacher needs to understand clearly what kind of a dialogue he would like to receive as a result, to define speech guideline in advance and to make it accurate and laconic. Hence, the purpose of our research is to show effective ways of dialogic speech training.

Methods And Materials

When writing this article we generalized the results of studies in the field of linguistics, psychology and foreign languages teaching methodology.

Both the personal-activity approach (K.A. Abulkhanova-Slavskaya [1], V.A. Slastenin [12], L.S. Vygotskiy [16]) and technologies of sign and contextual training formed theoretical and methodological bases of the research (A.A. Verbitskiy [15]).

Conditions for developing students' activity due to partnerships with other participants of the educational process and for working in cooperation demanded the personal-activity approach in this research. Formation of students' professional thinking, skills of social interaction and communication, collaborative decision making, collective thinking activity were provided with the technology of sign and contextual training.

The theory of educational activity (I.Ya. Lerner [9], V.I. Zagvyazinskiy [18]), the theory of communication (A.A. Leontyev [7], G.M. Andreev [2]), the concept of educational collaboration (V.K. Dyachenko, I.A. Zimnyaya [19]) assisted in studying psychological and pedagogical aspects of the problem.

The methods and approaches used in our research are focused on encouraging students to learn a foreign language, to use foreign-language dialogic speech actively in the training process, as well as on self-affirmation of a personality as a genuine subject of the educational process. They allowed us to understand the importance of dialogue teaching within the communicative purpose of foreign language training at institutes of higher education and the efficiency of educational cooperation and professional dialogic communication between lecturers and students.

It should be noted that development of foreign-language dialogic speech has always represented one of the most important issues of language teaching; and in this regard the method of dialogic speech training has recently emerged as an independent aspect of oral speech training. Still there are a lot of issues demanding theoretical and experimental studies, for example, ratio of dialogic speech and monologue; principles and methods of creating communicative environment at a lesson; peculiarities of speech perception during a dialogue; selection of situations underlying dialogue training at different stages of education; possibilities of using information and communication technologies for dialogue training, etc.

It is known that a dialogue represents a form of social and verbal interaction. Two parties (a speaker and a listener) take part in it, at the same time they can swap their roles (the listener can act as a speaker and vice versa).

A dialogue also has specific features, which facilitate its perception and production, in particular, a speaker and a listener usually share a common situation. Communication often happens between people who perform certain social and communicative roles (for example, a doctor - a patient, a driver - a passenger). Stereotypes, colloquial clichés are more widely used in a dialogue. Mimicry and gestures of a speaker are provided in a dialogue. Spontaneity, emotionality and expressivity are inherent in it. A dialogue is usually less extensive and less syntactically complex than a monologue.

Dialogic communication as a genre is divided into three types:

- dialogue-conversation: equal participation in a dialogue, exchange of participants' opinions;
- dialogue-interview: one party actively interests, and the second party reacts;
- dialogue-discussion: a conversation, during which each participant states their own point of view.

Results

To master foreign-language dialogic speech a teacher should take into account some factors, which cause troubles to succeed in this process. They are lack of time for preparation; frequent change of subject matter; need not only to respond to a basic statement, but also to show initiative to continue communication; importance of using various models of sentences in speech; combination of reception and reproduction, etc.

On this basis, there are two ways of dialogic speech training in foreign language teaching methodology. They are deductive and inductive [13].

When deductive way is used, training begins with a whole dialogic sample which further will be considered as a certain structural model to create similar dialogues. A dialogue-sample represents a dialogical structure consisting of several dialogic unities. Training in this case is carried out according to the following algorithm. Firstly, a whole dialogue is listened to. Secondly, it is learned by heart. Thirdly, there is a variation of its lexical filling. Then goes the development of samples, clichés. Finally, students are ready to act out a dialogue independently on the suggested topic.

While training dialogic speech using a text sample, as a rule, the following exercises are used: reading each role of a dialogue one by one; listening to a dialogue with subsequent leading questions; reproducing fragments of a dialogue, at first, and then the whole dialogue; independent extension of statements of a dialogue on a given situation; then there is transformation of a dialogue.

The next way of dialogic speech training is inductive method. It involves independent reproduction of a dialogue on the basis of educational and speaking situation after mastering its main samples, clichés. This approach is the most promising, as from the very beginning it organizes productive interaction that

underlies dialogic speech. Moreover, formation of speaking skills using this method becomes the most effective, since it occurs in the process of direct communication. When inductive method is used, students learn to plan speaking actions independently through awareness of motives, purposes, results of action, as well as to develop a form of speech samples and content of their meanings adequate to sense.

This method is connected with speaking as a type of verbal activity, especially in case of speaking a foreign language. Speaking is a complex psycholinguistic and psychophysical process, and as a type of verbal activity requires a communicative approach. Therefore it is important for a teacher to transfer foreign-language dialogic speech training to speaking, in order to develop students' abilities to express their thoughts communicatively consciously and grammatically correctly. Hence, foreign-language dialogic speech training has to be systematic, purposeful, close to conditions of reality and, most importantly, personal and active, so that young people can develop their ability and willingness to produce verbal communication. In this regard, a teacher has to organize such language environment where students are asked to request information from each other and their teacher; to exchange opinions and judgments; to lead a group discussion in connection with what they have read or heard; to describe, to tell, to retell, to argue, to debate, etc. [6].

Discussion

When training foreign-language dialogic speech a teacher should rely on two important principles: the principle of functionality and the principle of verbal and cogitative activity. Using the principle of functionality selection of training content adequate to communication process is carried out, i.e. there is no system of a language that moves to the forefront, but a system of speech means functioning in the course of communication (for example, phrases and cliches); the last ones promote overcoming a language problem situation, or understanding a sociocultural context of a dialogue [14]. The principle of verbal and cogitative activity promotes stimulation and usage of students' communicative opportunities. On their basis students develop skills of dialogic speech which is often connected with public demands, and also individual interest in target language improvement.

Let's consider, in this regard, some aspects of dialogic speech training on the basis of some exercises. While teaching to make up a dialogue it is possible to use training or preparatory (development of speaking automatism), and speaking (transfer of speaking automatism to spontaneous speech) exercises [3].

Preparatory exercises include imitative, transformational exercises as well as exercises focused on asking questions. For example, imitative exercises are referred to ones in the form of a "question-answer" unity (Is this a bed? - Yes, this is a bed. Is this a bed or a sofa? This is a bed). Further the process becomes more complicated, since questions with the interrogative word appear, i.e. words are to be used in a required form (What are we talking about?).

As for transformational exercises, they are connected with affirmative and negative forms, active and passive voices, etc. (Are you busy now? - No, I'm not busy now. I repaired my car. - My car was repaired by me.).

Meanwhile, at the initial stage it is important to use exercises on producing a dialogue with a stipulated task and suggested basic statements. Simultaneously training reactions to a linguistic incentive are carried out. For example, it is necessary to choose one suitable in sense statement from two suggested ones; or to find a basic statement to the given one; or to react with an agreement to a suggestion.

Asking questions correctly is extremely important in the process of training a dialogue. For example, after such sentence as "I have a friend", students are asked the following questions: "What is his name?", "How old is he?", "Where does he live?" and "What is his hobby?".

The purpose of preparatory exercises is, eventually, to develop speaking automatism (drills) that leads to spontaneous speech development. Transfer of drills into natural communication is carried out through the performance of speaking (communicative) exercises. Doing them, students correlate contents of the statement to a speaking situation, thereby, bringing closer speaking activity to conditions of natural communication. And the main goal here is to teach students to compare language means with their functionality.

Speaking exercises that create communicative readiness are the following:

- ✓ making up indirect questions using such clichés as:

“I’d like to know...”, “Could you tell me...”, “I wonder...”, etc.;

- ✓ expressing agreement or disagreement, for example:

“I’m of the same opinion”. “You are right”. “I think so”.

“I’m afraid you are wrong”. “I’m of another opinion”.

- ✓ making conclusions.

In the process of forming dialogic speech abilities both the duration of a dialogue and communicative tasks are to increase and phrases which students use as prompts are also to be reduced. Thus, at this stage capabilities to teach direct foreign-language communication in a group are developing.

Prospects of the research are seemed in further development of the issue of written dialogic speech teaching to students with the use of modern information technologies.

Conclusion

In conclusion we would like to add that an expected resulting effect of educational foreign-language activities is the transformed reality, which is connected not only with satisfaction of students’ informative and practical needs, but also with creation of steady motivation to foreign language communication. And it means that a product of dialogic speech training is both the acquired knowledge, and skills of its mastering. At the same time they act as a condition of further activities to learn and self-educate, promoting development of student’s personality.

Also we can emphasize that any training methods of dialogic speech always create strong motivation to study a language; to activate lexical and grammar material; to master speaking constructions and formulae (within certain situations); to use language samples, clichés spontaneously in case of accomplishment of other communicative situations; to acquire the feeling and beauty of a language; to develop listening skills; to acquaint with literature and culture of the country of the target language.

The results of the research can find application in any educational institutes, when organizing the process of teaching a foreign language at universities, and also in improving pedagogical culture of the general public.

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The Linguistic Nature Of Metaphor

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Abstract

The present paper deals with the analysis of different approaches to the understanding of metaphor formation mechanisms by domestic and foreign linguists. In this article, the three main aspects of metaphor nature have been observed: stylistic, semantic and cognitive. According to the stylistic approach, metaphor is defined as a means of poetics, the semantic approach is based mainly on meaning concepts and the cognitive approach deals with mental processes and mental activities studies of a person. Within the cognitive approach metaphor is interpreted as a universal cognitive mechanism which enables study of unobservable mental phenomena occurring in a person's mind and is connected with recognition and understanding of the social realm. As a result of this analysis, metaphor is treated as a semantic process – a special derivative-nominative phenomenon, which contains the evaluation of reality on the one hand, and as a cognitive process, which refers to the understanding of one idea, or conceptual domain, in terms of another on the other hand.

Keywords: stylistic approach, semantic approach, cognitive approach, metaphor, conceptual metaphor.

Introduction

Nowadays, metaphor seems to be a more complicated and important phenomenon, than it used to be. The results of recent research suggest that metaphor plays an active role in forming a personal world model and integrating verbal and sensory-imaginative system of humans; it also presents a key element in the categorization of language, thinking and perception. Therefore, metaphor is investigated not only under linguistic science, but also under psychology, cognitive science and artificial intelligence theory. Metaphor is an event, which has been attracting attention of the most prominent scientists and thinkers since antiquity.

Methods of study

There exist numerous theories concerning the nature of metaphor. They can be conventionally divided into three large groups. The first, *stylistic* approach, treats metaphor as a poetic phenomenon. The *semantic* approach, which identifies metaphor's structure as a connection of the two ideas into one shape. Finally, the *cognitive* approach deals with mental activities studies. In this paper, we provide a review of some of the seminal and ongoing literature discussing each of the three approaches in the context of metaphor study.

Review of literature

The position of the English rationalist philosophers of XVIII century towards metaphorical transference took exaggerated forms. Thus, J. Locke considered that "if we talk about the things as they are, we must

accept, that any rhetorical science, going beyond everything, that brings order and clarity, any artificial and improper usage of words, created by eloquence, only implies teaching false verities, evoking passions, deceiving reason and, consequently, is a pure deception in reality" [Locke, 1985:566].

Henceforth, this point of view, denying any positive value of metaphor, predominated for a very long time in works by positivists and empiric critics, who regarded metaphor as not only an excessive means of language, but even as a harmful factor, sidetracking perceptions of reality.

A. Richards was the first who paid attention to the connection within the bounds of metaphorical construction of two separate ideas, which resulted in one conceptual formation on the semantic level. According to Richards, "when we use a metaphor we have two thoughts of different things active together and supported by a single word, or phrase, whose meaning is a resultant of their interaction" [Richards, 1990:46].

Richards's statement is based upon the conceptual theory of meaning and Black's statement rests on referential theory. Black thinks that the metaphorical process deals with two disparate referents. One of them is the entity that is being denoted in the process and subsequently acts as the primary subject. The other is a subsidiary subject, which correlates with the denotatum of ready denomination. The heterogeneity of these entities and attendant associative complexes allow a going beyond of the limits of the old and new conceptions, thus synthesizing fundamentally new information. The latter is being formed, according to Black, as if the concept of a primary subject would go through a filter of a subsidiary one, which stands for its associative complex. In addition, there is in the process the metaphor creator's focus within contextual frames on features relevant to metaphorical synthesis [Teliya, 1988:33].

D. Davidson, in opposition to Black's concept concerning extensional associative common meanings following the metaphorical image, sets the idea that metaphors mean nothing other than their literal meaning. "Metaphors mean what the words, in their most literal interpretation, mean, and nothing more" [Davidson, 1990:173-174].

Davidson's idea was supported by J. Searle. "In the case of the metaphorical utterance, the truth conditions of the assertion are not determined by the truth conditions of the sentence and its general term. Metaphorical meaning is always speaker's utterance meaning" [Searle, 1991:524].

According to his point of view, the theory of metaphorical transference resolves into the fact that the recipient, having a literal meaning of utterance, can restore its metaphorical sense. Searle suggests analyzing the example: Sally is a block of ice. Following it, we can assume that the author meant not literal, but transferred meaning of the utterance. Searle derives a common strategy for metaphorical transference: when the utterance is not clear literally, one should seek difference from literal meaning.

The core of this strategy is the following: when we hear that S is P, in order to find possible variants of R (associative meanings, in compliance with which comparison is made), the directions should be found, where S could be analogous to P; that requires addressing the most distinguished trait of P group items [Searle, 1991:532-533].

But the principles identified by Searle do not clarify the question about the grounds, on which among the variety of P characteristics, R characteristics would be singled out to be projected onto S. In other words, why by Searle's example, among various characteristics of ice, should we distinguish its temperature property, which, as we believe, would not serve as explanation or association, to help to grasp Sally's emotional state?

Therefore, despite the seeming soundness and reasonable basis of Searle's theory, the latter does not embrace the range of variants of metaphorical meaning, does not provide the sequence of their detection, consequently it cannot serve as a complete theory.

An important contribution to metaphor study was made by G. Lakoff and M. Johnson. They come to the conclusion that "Metaphorical expressions have penetrated the various aspects of our life including thought and action" [Lakoff, Johnson, 1990:387].

This conclusion is based on the fact that the reality we perceive, the ways we behave and our relationships with people are regulated by a mostly metaphorical cognitive system especially in the atmosphere of globalization and worldwide contacts on official level and personal level [Gilmudinova, Safiullina, 2016:55].

Therefore, our mentality, everyday experience and behavior are determined by metaphors to a great extent.

When objects are indiscrete and diffused, they can still be categorized. That way of interpreting physical phenomena is necessary for meeting certain pragmatic objectives. Such objectives usually require setting artificial limits onto physical phenomena in order to make them discrete, which is inherent to a human or a physical object restricted by some surface. Just like the results of human experience on spatial orientation generate orientational metaphors, the results of experience related to physical objects (especially those related to the human body) create a basis for enormous diversity of ontological metaphors, that is the way of interpreting events, actions, emotions and others as objects and substances [Lakoff, Johnson, 1990: 407-408]. Ontological metaphors, like orientational ones, are restricted in usage, reducing to the defining of an event, its qualitative characteristics, and so on. So we can "come to conclusion that the basis of a word figurative meaning is the collective image of a specific symptom, such as an appearance, for example" [Zamaletdinov, Faizullina, 2015:59].

The examples of ontological metaphors analyzed by Lakoff and Johnson are the following types: "the mind is a machine" and "the mind is a brittle object". These metaphors are examples of sophisticated ontological metaphor, "mind is entity". These metaphors represent different models of the human mind and thus provide focus on various aspects of mental experience. The "the mind is a machine" metaphor belongs to mental aspect of psychic life. It gives us a "conception of the mind as having an on-off state, a level of efficiency, a productive capacity, an internal mechanism, a source of energy, and an operating condition" [Lakoff, Johnson, 1990:411-412]. For example: «*My mind just isn't operating today; I'm a little rusty today; Boy, the wheels are turning now*». "The mind is a brittle object" metaphor is not as rich; it allows for talk about the psychological and spiritual strength of a person. For example: «*Her ego is very fragile; She is easily crushed; I'm going to pieces; His mind snapped*».

Such ontological metaphors are very natural and mind penetrating, that is why they are perceived as obvious, direct descriptions of inner world phenomena. The fact that they are of metaphorical origin rarely comes to native language speakers' heads, The basis for such a natural look is that such metaphors are an integral part or an inner world pattern, intrinsic to our culture; it is in terms of that pattern that people think and act, "being a means of intercultural communication and self-realization in the outside world" [Grolman, Deputatova, Biktagirova, 2016:181].

A thorough review of Lakoff and Johnson's metaphor theory is essential because during the analysis of metaphorical transference we will draw upon the ideas of basic and conceptual metaphor made by the authors.

In order to select from the sphere under analysis information useful for understanding this new area it is necessary to establish the aspects, which will be considered invariant and which will be disregarded

during transference. From the examples above by Lakoff and Johnson, the aspects connected with planning and targeting were kept invariant. Empiric research made by J. Carbonell, proved that during metaphoric transference the concrete elements and characteristics rarely stay invariant, it is patterns and rules for deduction that frequently stay invariant [Carbonell, 1981, 1988]. The frequencies, observed with a large amount of metaphors, were generalized by J. Carbonell, as a regulatory invariance hierarchy. Conceptual relations in the following example are listed in descending order of expected invariance:

1. *Complex of targets before the subjects.* The targets, if present in the original area, are almost always transferred onto new areas. If the original area includes the subjects, which are not present in the new area, the targets are transferred onto personified entities of a new area. Thus, in metaphor "Inflation is war", inflation has the image of an enemy one has to fight with until victory.
2. *Planning and counterplanning strategies within confrontation and cooperation of the subjects.* These strategies are almost always transferred unchanged; they regulate the targets on priorities and help to choose possible means for achieving single targets. The main metaphor's merit here is its possibility for consistent planning in an unfamiliar situation.
3. *Causal structures.* If the causal structure of the original area is rather explicit, it is usually preserved during transference. For example, pharmaceuticals treat disease, accordingly, economic measures can treat inflation.

Discussion

Today, metaphor is interpreted under the *cognitive* approach, which has become widely spread and which is characterized by a new systemic analysis of metaphorization processes (the crux of this approach is in mental activities studies). According to E. McCormack, metaphor is regarded not only as semantic, but as a fundamental cognitive process, without which knowledge acquisition would be impossible [McCormack, 1990:381].

Many supporters of the cognitive approach agree that it is analogy, and not formalized procedures such as deduction and induction, that plays the key role in our semantic conclusions. Analogy is based on the transference of knowledge from one meaningful sphere to another. From that point of view, metaphor is a linguistic reflection of significant analogue processes. National and cultural knowledge, fixed in lexical meaning, is the associative component, which helps metaphor formation. But, linguistic meaning is defined through cultural environment, prior experience, and practical skills, to a large extent. That is why we should define metaphor not only as a linguistic, but also as a conceptual phenomenon which reflects "axiological consciousness and value-conscious attitude" [Gilmudnova, Safiullina, Aleeva, 2016:55].

The most important conclusion to the aforementioned is the following: metaphor is not confined only to the language sphere, because the process of thinking is mostly metaphorical. Man's conceptual system is organized and ordered metaphorically. "The characteristics of the objects marked with metaphors is very specific. It may belong to the set of common ideas about the world of native speakers, mythology, culture and religion" [Bochina, Starostina, 2016:105]. Metaphors as language expressions become available only due to the fact, that they exist in a human's conceptual sphere. That is why, when we speak of metaphors like "argument is war", the corresponding metaphors should be understood as metaphorical facts (concepts).

Conclusions

An insight view into metaphor's inner structure enables for distinguishing the following analogy characteristics, traced in our material: 1) the certainty of the basic system, that is knowledge of an initial area of meaning. It is expected that, the deeper knowledge of an initial area we possess, the easier it is for

us to determine the important relations during transference; 2) clarity, that is the level of precision of correspondence between the compared areas; 3) intensity, that is the number of transferred predicates; 4) breadth.

We consider metaphor as the way of forming inter-frame relations of heuristic strength. Thus, key metaphors apply an image of one reality fragment to another reality fragment. In this way, they form its conceptualization, similar to the traditional conceptual system.

Finally, having studied metaphorical processes as a factor of cognitive reality systematization, it is necessary to note that metaphor functions both in mind and language, appearing to be wider than that of just of a trope. In this regard, metaphor is an instrument of reality cognition (or categorization) by a person, and reality identifies thought processes extensively.

Having analyzed the stylistic, semantic and cognitive concepts of metaphorical transference, we, following much scientific thought, consider metaphor unconventional and hardly yielding to logic phenomenon. But, we assume that metaphor should not be studied separately, as semantic or cognitive events alone, but more as cognitive and semantic together, since the so-called cognitivists expose profound conceptual mechanisms for metaphor emergence, that is the substance of content, and as for representatives of the semantic approach, they consider metaphor's language processes, to be the substance of expression.

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The peculiarities of the corrective technology «Techno - R» in the formation of foreign communicative competence.

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Abstract

The article deals with the peculiarities of the corrective technology, called "Techno-R" in the Kazan Federal University. The features of this technology are determined by the methodological basis presented by P.Y. Galperin's theory of interiorization of mental actions, the theory of transfer and the theory of methods of cognitive - practical activities of Kazan didactic school. The article shows the structure of the technology, its assignment and place among the known innovative technologies for foreign languages teaching. The article outlines the specific pedagogical concept of the technology being developed and the expected result, and describes the technological chain of pedagogical actions in accordance with the goal and didactic procedures for assessing the competence that is being formed.

The corrective technology "Techno-R" was subjected to experimental verification by the example of teaching French in school and university. Empirically the data obtained in the experiment were processed by mathematical statistics using the "Student's T-Criterion" formula. According to this formula, the results of teaching spelling of French, grammar, reading and speaking were obtained, where the "Student's T-Criterion" showed a value of 5 to 7, with an initial positive value of $t > 2$. The obtained value of "Student's T-criterion" showed the validity of this technology.

One of the peculiarities of the corrective technology "Techno - R" is the generalizability of the learning objectives, which allows to ensure the transfer of linguistic actions to new conditions. The next peculiarity of this technology is the level-by-level formation of speech independence in the humanistic paradigm of an attitude toward the learner.

Keywords: Technology, method, training, competence, grammar, vocabulary, phonetics, spelling, listening, speaking, reading, writing.

Introduction

The current period of development throughout the world is characterized by the influence of information flows of the media, the global computerization of the society's life. Against this background, it is necessary to look for the new approaches to education. We are eye-witnesses of the emergence of new educational technologies that correspond to the spirit of the time in the field of teaching of foreign languages. In Russian educational space, since the 60s of the 20th century, the communicative technology of learning the types of speech activity has been widely used: speaking, listening, reading and writing, when the speech sample at the sentence level, instead of an isolated word, was accepted as the basic unit of education. During this period, there was an orientation towards the practical knowledge of a foreign language. The communicative technologies permeate the whole educational process in foreign languages, interacting with other learning technologies. The well-known information and communication technologies in the form of Internet technologies and the technologies for the use of teaching computer programs. For example: "WebQuest", "Hotlist", "Treasurehunt", "Subjectsampler", "Multimediascrapbook" are the variants of the Internet technologies [1, 14, 15, 16]. These technologies have become widely used in Russian educational institutions. The attention of Russian researchers and practitioners was attracted by "podcasting" technologies [2], which are sound tracks or video files intended for listening and browsing through the Internet.

The effective Internet technologies also include TED videoconferences and video blogs [2], which represent a modern educational multitopical resource that can be used for broadening the mind and forming speech skills.

There is no escape from mentioning the technology "Portfolio", which came to Russia from the West and began to be introduced into the educational process as individual educational achievements of students.

Within the framework of pedagogical technologies, training interactive technologies have been developed. These are project technologies, case technologies that stipulate for the learners to work in a team. Modular technologies are also known as forms and methods of organizing the educational process. Although, as noted by the researchers [3], according to the report of the European Association of Universities, today there is no single concept of "modular training". The module is viewed either as an educational unit or as a system of interdisciplinary elements.

Concluding the brief overview of modern technologies, we note the game technologies for the formation of skills and abilities, as well as test technologies for control activities.

Each of the above technologies has its own purpose for specific pedagogical activity - the formation of language, speech, socio-cultural competences, which are the part of communicative competence, for expanding the outlook of students, monitoring the educational process and other purposes.

Basically, innovative technologies are applied when the students already have a certain level of communicative competence, which enables them to work with information, project and other technologies.

Discussions

The reasons that prompted us to carry out the development of correctional technology are the following:

- A) none of the existing technologies is universal;
- B) both in schools and in universities there are many students who cannot achieve the expected result in mastering a foreign language for various reasons;
- C) currently, the development of psychological science makes it possible to find didactic ways of influencing the learners to get the desired result.

These reasons led to the search for a learning technology with guaranteed results. We called the technology "Techno-R". The first part of the abbreviation "Techno" stands for "technology", the second part of "R" - stands for "result".

Before showing the structure of the technology being developed, we will briefly outline its methodological justification.

The system analysis of students' mistakes, both in the formation of speech habits and in the formation of skills, allowed us to identify their causes and outline the ways of elimination. As a result of the analysis of the methods used in the teaching of the French language, we have identified two points. Firstly, the weak link in training is the orientation basis of speech actions, which causes a large number of errors (phonetic, lexical, grammatical), as well as difficulties in fulfilling oral and written assignments. Secondly, the learners do not see the generality of the speech tasks assigned to them, so there is no transfer to similar speech tasks.

Two powerful theories cast light on the solution of this problem: the P. Y. Galperin’s theory of the internalization of mental acts [5], and the theory of transfer [6].

It is known that transfer is a complex phenomenon of the human psyche. It is transfer that allows a person to use knowledge, skills and habits (KSH) under new circumstances. The role of transfer in the learning process is very high, as the KSHs are constantly extended on the basis of already known material. The deduction is that transfer as a positive phenomenon needs to be taught, at the same time it is necessary to prevent its negative influence on the formation of communicative competence. For example, the transfer of phonetic and grammatical skills of the native language to the foreign language.

The way to transfer training shows us the theory of internalization of mental actions of P.Y. Galperin [5], to be exact its part about the types of the orientation basis of actions (OBA) and types of teaching [5].

We take as a basis the third type of teaching, which has a full orientation basis of speech actions, but it has a developing effect, because the orientation basis is grounded on generalizations that allow carrying out the transfer to the solution of new speech tasks. The rationale for choosing the third type of teaching is set forth in the article which concerns the psychological-didactic basis of the corrective technology of teaching the French language [7]. The obvious connection of the above-mentioned theories allows us to develop the corrective technology on a scientific basis owing to deduction.

The third component of the methodological basis of technology “Techno - R” is the theory of methods of cognitive - practical activity, developed by the scholars of the Kazan didactic school [7, 8]. They have created and described the methods of cognitive - practical activity in teaching speech, reading and writing, which work on three levels of development of speech independence of the learners. It is copying, reproductive - creative and constructive - creative levels. The corrective technology “Techno-R” works at these levels depending on the object of correction. If it is a matter of correcting the pronunciation or technical skills in writing, then the copying level is used; the correcting of lexical and grammatical skills is at the reproductive and creative level, as well as speech skills with the help of didactic supports; speech tasks without didactic supports are performed at the constructive - creative level.

So, the psycho-pedagogical foundation of technology “Techno-R” consists of three parts and is represented by the theory of the internalization of mental acts by P. Y. Galperin, the theory of transfer and the theory of methods of cognitive-practical activities of the Kazan didactic school. All efforts, including the development of technology “Techno - R” are aimed at improving the quality of education in teaching foreign languages.

Technology “Techno-R” has a thematic and operational structure.

“Techno-R” consists of 8 blocks [4]. The first four blocks belong to the field of language competence and have adequate names:

Vocabulary	Grammar	Phonetics	Spelling
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The second four blocks represent the area of speech competence and are respectively named:

Speaking	Listening	Reading	Writing
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From the operational aspect, the structure of the technology is as follows:

- the formulation of the learning task (teacher);
- the study of the orientation basis of the linguistic phenomenon (the mutual activity of the teacher and the learner is obligatory);
- training in performing the task (the trainees perform the tasks independently, or under the guidance of the teacher, depending on the nature and complexity of the tasks);
- control actions of the trainee and the teacher (control utterances, test, paper and others, depending on the tasks assigned);
- the determination of the level of competence (it is fulfilled in the formulations "I can ...", "I am able ...").

In accordance with the content structure of the technology (8 blocks), each block has its own specifics in the formulation of learning tasks (in teaching vocabulary, grammar, phonetics, listening, speaking, reading and writing).

The orientation basis of speech acts, training stages, control actions also differ in content, but the operation aspect of the technology remains unchanged for each block. Moreover, a careless attitude towards the operational structure can lead to a negative result.

Materials and Methods

We have been conducting experimental studies in comprehensive secondary schools and universities, by the order of the Ministry of Education and Science of the Republic of Tatarstan the Municipal Budget Educational Institution "Gymnasium № 9" of the Moscow District of Kazan was appointed as a school experimental site, where the French language is studied as the first foreign language. In 2016, the school teachers conducted the experiments applying several blocks of technology "Techno-R": spelling, grammar, reading, speaking. The analogous experiments were held at the Kazan Federal University, at the Higher School of Russian and Foreign Philology, Lev Tolstoy IPIC.

To determine the objective pedagogical facts (the level of language, speech, socio-cultural competence of the trainees), the methods of mass survey, interviews, observations were used, the analysis of scientific literature on pedagogical technologies was made, the test and laboratory experiments, the teaching experiment and the experimental training were carried out. To determine the validity of the empirically obtained results, the methods of mathematical statistics according to the "T-Student Criterion" were applied, and to determine the number of subjects, the statistical tables were used [17].

A pilot experiment on teaching spelling of French and speaking as a kind of speech activity was conducted in gymnasium № 9 of Kazan city. In order to test the experimental material and the technology of section removal to determine the level of competencies formed, a laboratory experiment was conducted with a small number of subjects (6 learners and 6 students). The value of the laboratory experiment consisted in that it was a "filter" for the use of the technology "Techno-R" under the natural conditions of the learning process. The laboratory experiment made it possible to determine the necessary time expenditures for the operational activities that are the part of the technology structure, to test the experimental material.

The training experiment was held in 2016 and is being hold at the present time. The experimental studies on teaching spelling, grammar, reading, and speaking were conducted. According to the corrective technology "Techno-R", the first stage was a learning task depending on the material being studied. At the stage of the orientation basis of actions, the trainees explained the commonality of the learning tasks. For example, by having learnt to describe the geographical position of France, the trainees can characterize any geographical object by analogy. At the next stage there was organized the training, after

which new learning tasks as control actions were set. The final stage included the assessment of the teacher and the obligatory self-assessment of the learner of the level of the competency being formed.

The experiment was carried out before and after training using the technology "Techno-R". The criteria for the success of the competency to be developed will be described using the example of teaching monologue utterance: the total number of phrases spoken, the number of grammatical, lexical, phonetic errors. Such criteria as the coherence of utterance and the use of connectors were assessed according to a ten-point scale. The use of digital indicators in accordance with the established criteria allowed us to apply mathematical statistics.

The evaluation using the "T-Student Criterion" was made by the formula:

$$t = \frac{M_1 - M_2}{\sqrt{m_1^2 + m_2^2}}$$

where M_1 and M_2 - the average values of the parameters being compared (M_1 is taken as a larger average value);

m_1 and m_2 - their average errors determined by the formula:

$$m = \frac{s}{\sqrt{n}}$$

$$\sqrt{n}$$

where n - the number of observations, s - the standard deviation, determined by the formula:

$$S = \frac{X_{\max} - X_{\min}}{K}$$

K

where κ - the Ermolaev coefficient. For our number of observations $K = 56$, according to the Ermolaev table = 4,59 [17].

If the calculated value is less than n , then the difference between the mean values is recognized as random, statistically insignificant. This difference remains significant for $t > 2$ with a probability of 0,95, if $t > 2,6$, then the probability increases to 0,99, for $t > 3,3$ the probability is 0,999.

We have conducted 11 sections, where the "T-Student's Criterion" ranges from 3,49 to 6,48. The results of experimental studies are published in the materials of the International Scientific Seminar "Modern French Language and Innovative Technologies of Teaching" [9, 10, 11, 12, 13].

Results

The experimental study of technology "Techno-R" showed the effectiveness of pedagogical influence on the trainees, the result of which was the successful formation of communicative competence. A unique peculiarity of this technology is the generalizability of the tasks. For example, when studying the topic "Sport" at the stage of the orientation basis of speech actions, the students are explained that having learned to speak on what kinds of sports each engages in, what sports they would like to go in for, what they know or do not know about the sports achievements of the school, the city, the learners will be able to talk about sports, family, school, city, country.

Summary

We were convinced that by having solved a speech problem on the basis of a generalized approach, the students carry out a transfer to solve new similar problems. Thus, the second peculiarity of Techno-R technology is the availability of transferring linguistic actions to new speech conditions. The next important feature is the level-by-level approach to the formation of verbal self-reliance of the trainees, adequate to the object of assimilation. The educational material can be assimilated at the copying level of speech independence, the reproductive - creative and constructive - creative levels. The final feature of Techno-R technology is an obligatory observance of its operating structure.

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The Study of Conservation of Idioms in the Translation of the English Literary Texts

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Abstract

The relevance of this article is that idioms make up a vivid and original part of the national-linguistic world. And their translation into another language with a different view of the world causes a lot of difficulties. That is why many linguistic research works are devoted to this issue and different techniques and methods of the translation of phraseological units were suggested (the PU). A significant number of errors made by translators in the translation of phraseological units proves that the problem is quite acute. Also one of the most interesting and attractive area from a research perspective are changes occurring in the field of phraseology, largely reflecting the level of development of the language. Hence there is the rapid development of new classifications and methods of translation PU that should be explored. The purpose of this study is to examine the translation methods of English phraseological units in the literary works in Russian. The leading method of the study of this problem is the comparative method to identify common and distinctive features of the English and the Russian phraseological units. As a result of the comparative analysis of the literary texts were identified the following methods of translation of PU: idiomatic equivalent method; idiomatic analogue method; literal translation of phraseology (tracing); descriptive method and lexical translation. The theoretical significance of the study is that this study could contribute to the development of the problems of translation of PU in literary texts. The practical significance of the study is in the possibilities of using the results obtained in the preparation of mono- and bilingual dictionaries, training manuals on comparative phraseology, and developing of special courses for students and those who are interested in studying English.

Keywords: student, professor, education, language, idiom, translation, method.

Introduction

Every language is a reflection of culture. And phraseological units are the bright proof of it. They convey the history and life of the people. Idiom is highly informative unit of language. (Elzhurkaeva, 2013) That is why the problem of translation of PU is the subject of many scientific works.

There is no clear opinion in this research field. There are various ways and methods of how to translate the PU. For example, Pushkin thought that the expressed unit of the author should be re-expressed by a translator, and Tolstoy thought that the main thing is to express the impression.

The rapid development of any language, leading to a change in the existing rules, of course, enriches it, adapts it to irreversibly changing life as a whole and suggests that language possibilities are virtually

limitless. Also one of the most interesting and attractive area from a research perspective are changes occurring in the field of phraseology, largely reflecting the level of development of the language. However, despite the large number of research works, this topic does not lose its originality and relevance, but on the contrary, it gives extensive material for research, as there are always new types of abnormalities that should be studied and classified. Such transformations are called occasionalisms (Kunin, 1986). For the first time the term "occasionalism" was introduced by one of the most prominent researchers in the field of contextual transformation of FU in our country A.V. Kunin. Therefore, the appearing of new types of deviation from the norm leads to the new methods of translation of PU.

The translation practice originated in the 20-30s of the twentieth century. The translators of that time studied formal deviations from the original. In the 30s there was a school of literary translation, which was created by I.A. Kashkin, who was the theoretician and practitioner of translation. Later A.B. Fedorov's articles were released, there were the basics of translation "On Literary Translation", "Introduction to the theory of translation" (Fedorov, 1968).

Thanks to the works of A.D. Shveytser, L.S. Barkhudarov, V.N. Komissarov the theory of translation has been developed more intensive.

Concerning the translation of idioms they paid a lot of attention in theoretical works of such linguists as Komissarov, Vinogradov, Kunin, Shadrin, Telia, Bally.

According to Kunin, the English phraseological units are divided into two groups (Kunin, 1964):

phraseological units, which have equivalents in the Russian language;

phraseological units which have not got equivalents in the Russian language.

The methods of translation of idioms were identified by many scientists-linguists: A.V. Kunin, V.N. Komissarov, N.F. Smirnova, etc. There are following methods of translation of idioms: idiomatic equivalent method (this method helps to conserve the whole complex of the translated unit, in other words between phraseological units should not be differences in the metaphorical and emotional-expressive color and semantic content); idiomatic analog method (idiom with the same figurative meaning, based on another image); literal translation of phraseology (tracing can be used only if the result can be easily perceived by Russian readers and does not create the impression of unnatural and unusual norms of the Russian language); descriptive method (translation of the meaning of PU); lexical translation (phraseological unit is translated with lexical means) (Komissarov, 1965).

In this article, we will study these translation methods of the English phraseological units in the literary texts into the Russian language.

Materials and methods

2.1. Research methods

During the study the following methods of research were used: the method of comparison and generalization, continuous sampling method, method of quantitative analysis, method of categorical sampling, descriptive-analytical method, contextual method.

2.2. The experimental base of the research

Experimental work was based on the texts of the English literature: Tolkien, J.R.R. "The Hobbit or There and Back Again" (1937), "The Lord of the Rings: The Fellowship of the Ring" (1954), "The Lord of the Rings: Two Towers" (1954), J.K. Rowling, J. Tiffany, J. Thorne "Harry Potter and the Cursed Child" (2016).

2.3. The stages of the research

The study was conducted in three stages:

At the first stage (preparatory stage), modern condition of the problem under study in linguistic theory and practice was analyzed; the program of the study methodology was developed.

At the second stage (the main stage), comparative method was introduced in order to identify frequently used methods of translation of phraseological units in the English literary texts into the Russian language.

At the third stage (the final stage), systematization and generalization of the research results were carried out, the theoretical insights were refined; the processing and clearance of received research results were carried out.

Results

3.1. The structure and content of the study

This study researches the translation methods of phraseological units of English literary texts into Russian. The rapid development of any language, leading to a change in the existing rules, of course, enriches it, adapts it to irreversibly changing life and shows that language possibilities are virtually limitless. One of the most interesting and attractive from a research perspective are changes occurring in the field of phraseology, largely reflecting the level of development of language. A significant number of errors made by translators in the translation of phraseology indicates that the problem is quite acute. With the development of language can be seen the rapid development of new classifications and methods of translation of PU that should be explored.

3.2. The stages of the research

The study included the following stages of the experimental work:

- make a selection of phraseological units of the English-language literary texts of Tolkien, J. R. R. "The Hobbit or There and Back Again"(1937), "The Lord of the Rings: The Fellowship of the Ring"(1954), "The Lord of the Rings: Two Towers"(1954), J.K. Rowling, J. Tiffany, J. Thorne "Harry Potter and the Cursed Child" (2016).
- make a selection of the translation of these phraseological units in the Russian language;
- analyze these PU;
- define the method of translation;
- identify the methods of translation of PU, which are used more frequently

3.2.1. Summative stage

On the summative stage, it was conducted the analysis of the methods of translation of idioms of the English literary texts, such as Tolkien, J.R.R. "The Hobbit or There and Back Again" (1937), "The Lord of

the Rings: The Fellowship of the Ring” (1954), “The Lord of the Rings: Two Towers” (1954), J.K. Rowling, J. Tiffany, J. Thorne “Harry Potter and the Cursed Child” (2016).

These novels were selected not by chance. Firstly, the novels of J.R.R. Tolkien and J.K Rowling have one genre - fantasy, therefore, they have similar imagery of PU; secondly, J.R.R. Tolkien is not only a writer, but also a linguist and philologist, the creator of artificial languages and lover of deviations from standards of the language, including the occasionalisms. From the research point of view it is interesting to study these deviations. Thirdly, the novel of JK Rowling, Tiffany D.D. Torn and "Harry Potter and Cursed the Child" has been selected because the translation of the book was released recently, December 7, 2016, which is enough fresh material for research.

Table 1. Analysis of some phraseological units of J.R.R Tolkien's novel "The Hobbit, or There and Back Again"

The English idiom	The translation of this idiom	Analysis	The method of translation
<i>The hobbit jumped nearly of his skin when the hiss came in his ears, and he suddenly saw the pale eyes sticking out at him.</i>	У хоббита чуть сердце не выпрыгнуло , когда он вдруг услышал шипение и увидел два бледных, уставившихся на него глаза.	The translation of this idiom saves the figurative meaning, but it is based on the another image. If the English version has the image of the skin, that is literally to jump out of the skin, in the Russian translation the heart jumps. The emotional and stylistic meaning of the idiom was saved.	idiomatic analogue method
<i>“Well, it is the first time that even a mouse has crept along carefully and quietly under my very nose and not been spotted,” said Balin.</i>	Даже мыши не удавалось прокрасться у меня под носом и остаться незамеченной, - проговорил Балин.	It is remained the whole set of values and the it is the same in all options.	idiomatic equivalent method
<i>“Not that I venture to disagree with Thorin, may his beard grow ever longer; yet he was ever a dwarf with a stiff neck.”</i> <i>“Not as stiff as my legs,” said Bilbo. “I am tired of stairs and stone passages. I would give a good deal for the feel of grass at my toes.”</i>	Упаси Бог, чтобы я осуждал Торина, да растёт его борода беспредельно, а только он всегда был упрямцем и не отличался гибкостью . -С гибкостью и у меня сейчас неважно.	This case is a vivid example of a pun, in other words a wordplay. The English version of this image is easy to beat, stiff neck - this stubborn and stiff -is inflexible. A translator used descriptive method to preserve the pun.	descriptive method

Table 2. Analysis of some phraseological units of J.R.R Tolkien's novel “The Lord of the Rings: The Fellowship of the Ring” (1954), “The Lord of the Rings: Two Towers” (1954)

The English idiom	The translation of this idiom	Analysis	The method of translation
<i>A witless worm have you become. Therefore be silent, and keep your forked tongue behind your teeth.</i>	А тебе, неразумному червяку, лучше бы держаться язык за зубами.	It is remained the whole set of values and it is the same in all options. In this case, the author used such transformation as wedging. Due to the word forked it is intensified the emotional impact on the reader. But in the Russian version it is has been omitted.	idiomatic equivalent method
<i>Did you really think you had thrown dust in all our eyes?</i>	Да неужто ты и впрямь надеялся, что сумел задушить нам головы?	The translation of this phraseologism retained a figurative meaning of PU, but the stylistic properties have changed. The Russian version is colloquial. Therefore we can not assume that this is a complete analog.	idiomatic analogue method
<i>It's a fine view, no doubt, Mr. Frodo, but chilly to the heart, not to mention the bones.</i>	Вид отсюда, конечно, красивый, но даже на сердце становится холодно, не говоря уже о костях.	Imagery of this phraseological unit is easily perceived by the Russian readers and does not create the impression of unnatural and unusual norms of the Russian language. Wedging of the additional components leads to an expansion of structure of the idiom.	literal translation of phraseology (tracing)
<i>-You'll keep an eye on Frodo, won't you? -Yes, I will two eyes, as often as, I can spare them</i>	-Ты уж, пригляди за ним хоть одним глазком. -Обязательно. Пригляжу в оба, хоть и других дел по горло.	In the original text it is a pun. The pun in the translation is preserved. There are slight changes in the components.	idiomatic equivalent method

Table 3. Analysis of some phraseological units of J.K. Rowling, J. Tiffany, J. Thorne "Harry Potter and the Cursed Child" (2016).

The English idiom	The translation of this idiom	Analysis	The method of translation
I'm not going to rise to	Я не попадусь тебе на	The the translation of this	idiomatic analogue

your bait, Albus Potter.	крючок, Альбус Поттер.	phraseological unit saved the figurative meaning, but it is based on another image. If the English version has the image of the bait, the Russian translation has the image of the hook. The emotional and stylistic value of the idiom is saved.	method
Albus, you just know how to get under my skin...	Альбус, ты просто очень хорошо умеешь довести меня до белого каления...	The translation of this phraseological unit saved the figurative meaning, but it is based on another image - "a very strong heating of the metal". The English idiom literally is translated as "get under the skin."	idiomatic analogue method
Have I just put my foot in it?	Не то лягнула , да?	In this case, the Russian translation has not saved the idiom.	lexical translation
The weight of the world upon his shoulders.	Груз мировых проблем давит ему на плечи.	Saved image load and shoulders in both languages.	idiomatic equivalent method

In this novel, most of phraseological units are used in the usual form, but it is not always possible to preserve in translation the phraseological unit, which leads to the use of descriptive or lexical methods, i.e. the idiom in translation is not saved. Of course, it simplifies the language and deprives him of expressivity. But there are not always equivalents or analogues of phraseological units in both languages.

3.2.2. The forming stage

According to the results of diagnostics and comparative analysis of the translation of the English phraseological units into the Russian language, it can be assumed, firstly, that the translators of these novels N. Rakhmanov ("The Hobbit, or There and Back Again"), M. Spivak ("Harry Potter and the Cursed Child"), V. Volkovsky, D. Afinogenov ("Lord of the Rings") tried to use the methods that allow to save phraseological units. Since idiom is a bright expressive means.

Secondly, it was found occasional use of phraseological units. Such changes of idioms as wedging, phraseological pun, phraseological context saturation and others. The translators save pun, choosing equivalents, where it is possible, or using the descriptive method of translation because the pun should be understandable to the readers of the translated language.

Thirdly, in the most cases, the stylistic and emotional character of the phraseological units are saved. There are some examples where the translators can change the stylistic properties of PU in conversational lines of characters. The Phraseological units with national color were not identified.

Table № 4. The percentage ratio

№	The method of translation of the phraseological unit	The amount of the phraseological units	Percentage
1	Метод фразеологического эквивалента	67	22%
2	Метод фразеологического аналога	170	57%
3	Калькирование g g g g	11	4%
4	Описательный метод	21	7%
5	Лексический перевод	31	10%
Total: 300			

Discussions

The previous researches, which made by V.N. Komissarov (1990), A.V. Kunin (1964), L.S. Barhudarov (1975) are devoted to mentoring forming historical aspects of study. Phraseology was examined in works of such scientists as N.N. Amosova (1963), E.F. Arsentyeva (2009), A.V. Kunin (1964), A. Naciscione (2010).

However, this topic does not lose its originality and relevance and gives extensive material for research, because there are always new stories and novels, the types of abnormalities that should be studied and classified.

Conclusion and recommendation

The study confirmed that the translation of the phraseological units is a laborious process, because it is necessary to take into account the stylistic features of idioms and save its lexical meaning. The translation of the phraseological units were analyzed and during the study, it was concluded that all the methods of translation of idioms were actively used by the translators. The most commonly used methods include such methods as idiomatic equivalent and idiomatic analogue. In the translation of phraseological units the translators try to save the idioms and its the emotional and stylistic features. The translators can not afford to lose in the translation such technique as a pun, because this wealth of works of literature. Such methods as a method of tracing and descriptive translation may not always be understandable to the readers of different cultures, and when the translators use the descriptive method, idioms are lost, that is great loss as a means of expressivity of literature.

This article could be useful in the theoretical terms, because it makes a contribution to the development of problems of translation of the phraseological units in the literary texts. In practical terms it is the possibility of using the results of the article in the preparation of mono- and bilingual dictionaries, training manuals on comparative phraseology, and development of special courses for students and those who are interested in study of English.

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The teachers' strategies of identifying and development of gifted students in foreign countries

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Abstract

The urgency of the problem under investigation is demonstrated by the fact that the issue of identification and development of gifted students is regarded as one of the most important aspects of gifted students' education worldwide. The purpose of the article is to reveal the modern international approaches to identification and development of gifted students and apply them to the Russian education system. The leading approach in the study of this problem is the systematic methodological principle, which allows us to take into account a variety of factors and to exclude one-sidedness. The main result of the study is systematization of the areas of identification and development of gifted students in foreign countries. Different pedagogical innovations have been analyzed to be applied to the Russian national education system. The materials of the article can be used in different researches and will be interesting for a wide range of readers dealing with the problems of teacher training for work with gifted students.

Keywords: education, university, gifted students, identification, development, psychological problems, international educational experience

Introduction

The analysis of the research literature shows that the issue of gifted students' education is constantly attracts the attention of educators and psychologists. Nowadays the organization of work with gifted students reveals a number of problems which require special attention. It should be noted that there are still many issues to work with gifted students, the specific conditions relating to the definition of training, education and development; determining the content, forms and methods of working with them to maximize the educational and developmental effect.

The problem of gifted students' education appeared at the end of the XXth century and affected many countries such as the USA, the UK, Germany, France, Japan, and others. This is due to the dynamics of the development of modern society, which, in turn, changed the view of gifted students' education.

But, at the same time, the review of scientific literature also suggests that only a small amount of gifted children are able to realize their abilities at the appropriate level, as the gifted children do not have enough experience to overcome the difficulties in training, as well as overcoming their personal development difficulties, the problems of communicating with their classmates, lack of formation of self-control skills, which lead to considerable difficulties in the professional development when they grow up (Porter, 1999). According to V.S.Yurkevich (2000), the task of working with gifted students includes the formation and development of their capacity for self-actualization, the effective implementation of high abilities in the future, in a mature professional activity that implies the development of the psychopedagogical method which takes into account all the peculiarities of the development of gifted students and would decide the high success of their future professional activity (Yurkevich, 2000).

Materials and Methods

The objects of our investigation are: 1) to define the priority trends of identification and development of gifted students; 2) to determine the current requirements for work with gifted students; 3) to study the international experience of working with gifted students to enhance the effectiveness of gifted students' education in conditions of the national education system.

For confirmation of the hypothesis we need to turn to a variety of methods:

- the method of historical and logical analysis of regulatory documents of foreign governments and research papers of leading scientists connected with educational issues of gifted students' education;
- study and theoretical analysis and synthesis of social, political and psycho-pedagogical literature;
- analysis, comparison, synthesis and generalization of innovative foreign and domestic pedagogical experience;
- comparison of data of foreign and domestic research on this issue.

The fundamental works of foreign and Russian scientists in the field of pedagogy and psychology (J.Frimen (1999), D.Parker (2011), J.Renzulli (1982), E.Torrens (1995), V.I.Andreev (2010), D.B.Bogoyavlenskaya (2002), N.S. Leytes (2004), A.M. Matyushkin (1988), V.I.Panov (2007), A.I.Savenkov (2004), F.L.Ratner (2009), etc.) were the theoretical basis of the study.

The usage of the methodology and methods of existing research contributes to the development of scientific thought in education for gifted students, methods and techniques of research in this area.

It provides the opportunity to comprehensively address the problem of identification and development of gifted students.

Results

As we mentioned above, the interest in gifted students, as future intellectual and creative elite, increased significantly at the turn of the century. In this connection it should be noted that there appeared a broad discussion of issues related to the identification and development of gifted students; with the possibility of building a competent forecasts and effective ways to correct problems that may have gifted students.

It should be pointed out that there is an extensive practice of the selection and identification of gifted students abroad. In some countries the selection and training of gifted children begin in kindergartens, where special attention is paid to the child's inclinations to different types of work. Then inclinations are tracked at schools. In the process of identifying the main role is given to teachers and parents. According to many foreign researchers, a teacher has to be trained on special training courses in colleges and universities to identify gifted students (Porter, 1999). English teachers and psychologists consider that talent should be discovered in an elementary school, to avoid the problems of behavioral models, disappointment and failure. They also believe that the first condition for the identification of a gifted child is to have a creative atmosphere in the classroom, and the founder of the situation is the teacher's creativity (Identifying Gifted and Talented Pupils – Getting Started, 2006).

There is a great interest should be given to the US experience in identifying gifted students, where there is a complete system of searching for gifted children and has its own distinctive features. Qualified teachers and psychologists deal with the selection of gifted students. One of the modern approaches to the system of identifying of gifted students in the United States is the use of an integrated approach, that is, the identification of both intellectual and creative endowments. The main approach in identifying in

the US is the use of different methods of pre-selection of children and continuous monitoring of their successes from the moment of entering the kindergarten or school, that is, the problem is solved by constant monitoring and analysis of the child's success.

In this connection it should be noted that critical-oriented tests also became very popular in the USA. The main purpose of these tests is to identify the level of mastery of certain concepts and skills. The main emphasis is made on what the child knows how to do and what he knows. This method allows teachers to track the dynamics of the child's development, which is a valuable source of information in the preparation of an individual training program for each student.

In Germany, gifted students are identified at 10-12 years, using special techniques. It is very common to segment gifted students into separate groups by means of early specialization in gymnasiums.

In Israel, there has been a developed system of work with gifted students for years. In the second grade of primary school, the Ministry of Education conducts a unified test for all schools to identify the most gifted students. Depending on how successfully the child passed this test, he either gets the right to study under a special program, or receives an invitation to participate in the faculty on special topics.

In Japan, gifted children are identified from a kindergarten and then tracked at school.

It should be noted that the identification of gifted students is a long process. The effectiveness of the identification of giftedness is impossible through a one-time testing procedure. It is much more important to use an integrated approach. In this case, a wide range of different methods can be involved: various options for observing students; special psychodiagnostic trainings; expert assessment of students' behavior by teachers, parents, educators; conducting "trial" lessons on special programs, as well as the inclusion of students in special game and subject-oriented activities; expert evaluation of specific products of students' creative activity by professionals; organization of various intellectual and subject olympiads, conferences, sports competitions, creative competitions, festivals, reviews, etc; conducting psychodiagnostic research using various psychometric techniques, depending on the task of analyzing of a specific case of giftedness (Perleth, 2004, Hartas, 2008).

It must be admitted that nowadays the great importance is attached to the problem of early identification, education and upbringing of gifted children, since such children remain misunderstood in the early stages of their development, and sometimes the parents' reaction to the active cognitive abilities of the child can be negative. Often parents want to see their child like everyone else. Active creative abilities are combined with increased neuropsychic excitability and it leads to disorders of appetite, sleep, often arising headaches, restlessness, etc. Untimely medical and psychological correction of these manifestations leads to the development of neuroses and other psychosomatic diseases (Gubaidullina, Hakimzyanova, 2014).

In this regard, it is important to note that very often enthusiasm for the methods of identification of giftedness leads to the fact that the study of the characteristics of the mental development of gifted children recedes into the background. But it is the psychological characteristics of the gifted which place certain emphases in understanding of the basic goals of education and upbringing.

Special attention should be paid to the failures of gifted schoolchildren in education. They are generated by a complex interlacing of various causes, both internal and external. Among these reasons, psychologists emphasize the impact of socio-economic and national-cultural conditions. The gifted students from families with low economic status and an unfavorable socio-cultural environment are usually faced by these difficulties. In some countries, the development of gifted girls can be strongly influenced by national and cultural stereotypes of the environment ([Fakhrutdinova, E.](#), [Fakhrutdinova, A.](#), [Severyanov, O.](#), [Valeev, E.](#), 2013).

The next problem is that gifted children feel obvious or hidden ill-will and distrust on the part of their peers with average abilities. As a result, talented students are prone to not to stand out, not to look like a "black sheep", and their creative abilities are eventually leveled off (Baum, 2014).

There are also problems in the gifted children's education with physical limitations, but at the same time, it must be emphasized that often serious physical defects are a strong incentive to higher achievements (Fox, 2012, Ellston, 2003).

One more interesting detail is that children with high creative potential have also problems at school. The creative energy that dominates in the life of such children determines the independence and unconventionality of their behavior. They often interfere with the lesson, cause concern to the teacher, their behavior may be considered undisciplined. Frequent confrontation with the environment requires them to learn either to cope with the arising tension, or to suppress their creative needs and try to be "like everyone else", which can lead to personal destruction, aggression or apathy. Accordingly, it is difficult to expect a high motivation for learning and notable successes from such children (Shcheblanova, 2003).

It is also necessary to note perfectionism as a problem of gifted students. This term is used to refer to a healthy aspiration for excellence, which contributes to the achievement of peaks of professional skill, and to a neurotic, obsessive obsession with the achievement of a certain ideal, when the heightened exactingness can turn into an excruciating dissatisfaction with oneself and the results of one's labor, which negatively affects the creative process. This phenomenon is especially manifested in gifted people (Panov, 2007).

Speaking about the problem of giftedness, it is also necessary to mention the social and emotional consequences that can be quite destructive if there is no assistance from teachers, psychologists and parents. Often gifted students have problems in emotional development. Most of them have increased sensitivity.

F.Ratner (2009) points out the following aspects in the sphere of psychosocial development of gifted students:

- "- a strong sense of justice;
- the existence of a personal value system;
- a vivid imagination;
- developed sense of humor;
- a tendency to exaggerate fear;
- ability to extrasensory perception;
- the ability to understand and feel without words;
- slight vulnerability " (Ratner, 2009).

Based on these aspects, it can be concluded that gifted students are at a high risk of social exclusion and have difficulties of communicating with peers. The real level of abilities of gifted people is not understood by others, and the development process which is normal for such child is seen as an abnormal inability to live in society. These children have difficulties in finding friends who are close in spirit, there are problems of participation in peer games that they are not interested in. The complexity of the situation is aggravated by the fact that the children themselves realize that they are not like others.

The problems mentioned above make us think about the need to develop effective forms and methods for preserving the intellectual and spiritual potential of gifted children, understanding the issues of the psychological security of the educational environment at all levels of learning. It becomes obvious that evaluating a child as a gifted person should not be an end in itself. The identification of gifted children must be linked to the tasks of their education and upbringing.

In addition to the problems of diagnosis and development of a gifted child it is necessary to emphasize the problem of a teacher's training who has to support children's giftedness in the process of socialization. The personality of the teacher is the leading factor of any learning. Teachers working with such children should undergo special training. As studies have shown, it is the children with high intelligence who most need their "own" teacher. It should be noted that a successful teacher for the gifted is, first of all, a wonderful teacher-subject, who knows and loves his subject deeply. In addition to this, he must have such qualities as are essential in dealing with any gifted schoolchild (Gali, 2011).

Discussion

The basic reason to make a detailed analysis of identification and development of gifted students in the different countries is the specificity of gifted education. The research has shown that the problem is considered as one of the most important in the world. It can not be denied that the special teacher training, i.e. professional and personal qualifications of teachers contribute to effective solution of the problem of training, education and development of gifted students.

The fundamental works of foreign and Russian scientists in the field of pedagogy and psychology (S.Baum (2014), B.Bloom (1956), F.Galton (2001), L.Hollingworth (1941), M.Karnes (1980), A.Passow (1982), E.Perrot (2012), L.Porter (1999), J.Renzulli (1998), D.Sisk (2008), A.Tannenbaum (1972), F.Taylor (1994), L.Termen (1987), J.Whitemore (2014), D.B.Bogoyavlenskaya (2002), N.S.Leytes (2004), A.M.Matyushkin (1988), I.V.Panov (2007), F.L.Ratner (2009), A.I.Savenkov (2011), N.B Shumakova (2013), E.I.Scheblanova (2003), N.P.Pomortseva (2005), N.N.Seldinskaya (2007), G.V.Tarasova (2001), I.I.Ushatikova (2016)) deal with the problems of working with gifted students, emphasize the problem of identification and development. But pedagogical conditions of teachers' activity with gifted pupils are still insufficiently developed. The author reviewed and systematized current trends in identification and development of gifted students in different countries which allowed the author to identify and present the most interesting approaches that are acceptable in our national education system, with innovative value for the Russian education system.

Conclusion

Thus, the analysis of research on the problem of diagnosis and development of gifted students has shown that gifted students experience a number of problems as a result of their exceptional abilities: difficulties in dealing with peers; unrealistic assessment of their abilities; pressure from parents and teachers; inflexibility of the curriculum; low motivation for reproductive activity; lack of effective teaching style; school failure; conflict between individual psychological needs of the individual and insufficient opportunities for appropriate training.

All this allows us to conclude that working with gifted students is multifaceted. It requires further research. This problem should be solved taking into account specific socio-psychological circumstances. In our opinion, giftedness is so individual and unique that the question of the optimal conditions for the development of each child should be considered separately. Accordingly, it is very important in the family and at school to find children with bright abilities in time and create favorable conditions for the development of each child. To do this, it is necessary to unite the efforts of all the participants in the educational process (a psychologist, a teacher, parents) and their central task is the formation and

development of the talents' ability to self-actualization, to the effective implementation of increased opportunities in the future, in mature professional activity.

Recommendations

The results of this research can be used to enrich theoretical courses with information about the theory and practice of identification and development of gifted students. The materials of the article can be used by professors, teachers, psychologists and other participants of the process of gifted students' education.

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To The Problem Of Peculiarities Of Teaching Disciplines In Religious (Muslim) Educational Institutions

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Abstract

A number of problems determines the relevance of the topic. Firstly, the system of higher education in the Russian Federation has undergone significant changes over the past decades. Along with the traditional secular system, there was a confessional higher education. Secondly, the modernization processes in education reflect in the federal state educational standards. Modernization involves improvement, renovation of the facility, bringing it in line with new requirements and norms, technical conditions, quality indicators. And, thirdly, education not only directly affects the values of a person, increasing the level of confessional tolerance of Muslim educated people, but it is, especially in the case of training a Muslim in a non-Muslim region, a powerful factor in his integration into a foreign culture environment.

The purpose of this study was the investigation of the development of manuals on historical disciplines for the training of students of the Russian Islamic Institute (Kazan, Russian Federation), and examined the methodological advantages of teaching historical disciplines with information technology and problem-based learning. The main approaches to studying the problem posed were comparative-analytical and statistical approaches.

The importance of introducing adapted manuals on historical disciplines in a confessional higher educational institution for providing advanced training to religious figures was revealed. The materials of the article can contribute to further study of the experience of creating and implementing humanitarian cycle programs in religious educational institutions of various types, as well as to develop approaches for fostering mutual respect between representatives of different worldview systems.

Keywords: education, methods of teaching, religious educational institutions, confessional worldview, interpretation of historical knowledge.

Introduction

The system of vocational education in Russia over the past decade has undergone significant changes, but the modernization process has not yet been completed. The study of the experience of regional educational systems in Russia, including confessional ones, acquires special significance, since it allows us to critically comprehend and borrow all the most advanced for the further development of modern scientific thought and the improvement of the education system.

The relevance of the problem of the dialogue of cultures, including the sphere of education is connected with increasing attention to religious factors, has great influence on the life of modern society. Modern society is experiencing a number of important interdependent processes. The process of informatization has a connection with the globalization of socio-economic relations, which in turn have a serious impact on the state of spiritual culture. Contrary to the forecasts on minimizing the role of religious outlook during the heyday of scientific and technological progress, it has become one of the leading trends in the spiritual sphere. Quoting E.E. Vyazemsky «Social and humanitarian education in its nature is most vulnerable to changes caused by changes in society, the reaction of a person to the comprehension of social processes" [1].

Particular attention is given to such a discipline of pedagogy as confessional. The legalization of religion led to the growth of newly opened Islamic educational institutions and religious buildings [2]. The onset of globalization and the information revolution, the problems of growth and even the "revival" of the religious worldview have not only been minimized but became one of the leading trends in ethno-social processes. The importance of these processes has acquired in modern Tatarstan whereas in recent decades great attention has been paid to supporting the dominant confessions of Russia - Orthodoxy and Sunni Islam. The striking fact is that traditional Muslim values are promoted in the media, aimed at establishing social peace and traditional values. The same trend of a positive evaluation of these processes is observed in modern scientific publications [3, 4, 5].

In the regions of the Russian Federation with compact living of the Muslim population (the North Caucasus, the Volga region, the Urals, etc.), educational institutions of various levels (mektebe with mosques, madrassas and higher educational institutions) are opened. These educational institutions coordinate their programs with the Federal Law of the Russian Federation "On Education" and are forced to include in their curricula disciplines of not only religious but also secular content that must comply with the Federal State Educational Standards. At the same time, there is often a combination of these subjects, which are designed for interdisciplinary courses ("Fundamentals of Muslim Philosophy", "History of Islamic Law" and several others). Therefore, for instance, in the curriculum of training bachelors of the theological faculty of the Russian Islamic Institute (Kazan) - the profile of "Islamic theology", secular subjects are studied within the basic and mandatory disciplines of the variable part [6].

The revival of the traditional culture of upbringing and education is directly related to the revival of the national culture. As Garunova N.N. states: "Recognition, respect for other peoples, their culture, history, rights, interests, traditions, awareness of belonging to the all-Russian nation, the common state, which is the result of the centuries-old joint struggle of various peoples against foreign invaders for independence and Prosperity" [7]. All these priorities are clarified primarily in the course of studying courses in historical disciplines.

Research Methods

One of the important methods is the method of comparative analysis, which allowed us to reveal the general and distinctive characteristics of the phenomenon. This method compares only the characteristics that have similar attributes within the chosen scientific research. Thus, it is possible to reveal the general, which is manifested in similar processes and has become an indispensable stage on the way of revealing the regularities of the processes under study. Comparing the results from studies at different times during the classroom, it is possible to identify the objective dynamics of changes in discipline by students, to identify more or less mastered topics, to reveal the students' interest in the studied subject.

The method of comparative analysis is based on statistical analysis, which allows giving objective results on the state of trends of change. The empirical basis of the article was distinguished as the results of students' own surveys in the Kazan Islamic University and the Russian Islamic Institute (Kazan) in 2014-2017.

Results

One of the pedagogical problem is the preparation of students with a confessional worldview to study non-religious subjects, which in most cases are perceived by them as "non-considerable". It is assumed that due to the study of historical subjects the graduate of the bachelor's program should have such a general cultural competence as the ability to analyze the main stages and patterns of the historical development of society and the laws of historical development of society for formation (educational competence-2) [8].

The classical approach to the teaching of historical and social science disciplines rarely takes into account the confessional component, which causes the problem of the perception of didactic units by students receiving religious education. Moreover, there arises the conviction that the processes, phenomena and facts studied do not have any value for them, but are an extra information background that even interferes with the perception of "true knowledge". Sedankina T.E. mentions "A false idea is formed that the modern economy, political science, jurisprudence, sociology, psychology are the sciences, built only on the works of European scientists, on the study and analysis of only European society. Such a picture of the world during the years of complete "Westernization" of science, culture, and the education system has been cultivated in the minds of most Muslims, who, unfortunately, know practically nothing about their great predecessors"[9].

An important task for the lecturer is to increase the interest of students in the taught discipline. Teaching experience at the Kazan Islamic University shows that the tendency of the archaization of the world outlook, religious youth actually rolls back for a century. Jemalutdin Validi is a well-known teacher and researcher of the first half of the 20th century, noted that the shakirds had a thorough knowledge of the Koran and its interpretation, many mythological subjects and legendary legends, but they were unacquainted with information from the secular sciences [10]. Therefore, teaching historical disciplines such as History, History of Islamic Civilization, History of Tatarstan and the Tatar people, special attention is paid to the development of topics that are somehow related to the area of vital interests of believers. Some taught disciplines for studying the problems of anthropogenesis, ancient history are often met with misunderstandings among students of religious educational institutions.

Teaching historical disciplines in a religious institution is necessary to take into account the ethnic composition of the students. As the results of the admission campaigns of recent years show, citizens of the countries of the Commonwealth of Independent States - Kazakhstan, the Kyrgyz Republic, Uzbekistan and Tajikistan - show great interest in obtaining religious education. In this regard, when preparing didactic materials, students' needs should be taken into account by linking the processes and phenomena occurring within modern Russia to events in the Great Steppe or Central Asia. When studying the problems of the spread of Islam in the early Middle Ages, one can make a comparative analysis of the conditions and nature of the spread of this religion in the Caucasus, the Crimea, the Volga region and in Maverannah. An important educational effect is achieved through the demonstration of the main stages of the spread of this world religion; one can show the ambiguity of these processes. Missionary activities were controversial, and the attitude of the neophytes often changed depending on the socio-political conjuncture. These and other facts force us to reconsider the initial attitude to the subject of history without affecting the ideological foundations and increasing tolerance among students first within the framework of interregional communication, and then in the sphere of inter-confessional contacts. One of the most effective components in teaching these days is the creation of electronic and educational resources and distance education, which allows to effectively solving the above problems.

Now history as a learning subject, which has a decisive influence on the formation of the world outlook and the self-identification of the younger generation, has become the object of a series of "educational experiments," which by now have reached an absurd state. This is especially evident in the volume of training sessions which compared with the end of the twentieth century has decreased by 50%. There is a "subjectization" of historical processes under the paradigm of the "new historical turn" is persistently inspired that history, i.e. that is not so much a science as a set of opinions of individual independent researchers about specific events. All this is superimposed on the nihilistic attitude among the confessional youth towards historical disciplines and other secular sciences as "useless knowledge". Therefore, the creation of interdisciplinary links not only between these subjects but also other secular disciplines (philosophy, sociology, religion and science) is an important moment in the teaching of historical disciplines. All this requires the consolidation of teachers, consideration of which is a separate problem. Special rejection of students is met by topics fixed in educational standards, and therefore

obligatory for studying as "Anthropogenesis problems", "History of ancient civilization" and others. On the one hand, the topic of the evolution and the origin of man is studied within the framework of the synthetic theory in biology, which unites Darwinism and genetics. However, in view of the world perception of the audience, the teacher has to use the creationist approach "the idea of the creation of Allah". On the other hand, using the law of denying the negation of F. Hegel, an understanding is reached that "evolution is one of the ways of creation" and therefore, no matter how Muslim students treat the person of Charles Darwin, his theory needs to be known and not rejected "Godless".

A certain vigilance is met coming across the topics where the history of Ancient India and China is being studied. But thanks to the extensive literature on the philosophy and religion of these civilizations, accumulated over the last century, it becomes possible to compare them with Muslims, while appealing from the Koran and Sunnah about the need to accumulate "positive" knowledge. An important way to increase interest in the events of ancient Greek history is to compare the description of the Judgment Day in the Qur'an, Qur'an (73:17) [11]: "How will you be saved if you do not believe in the day that makes babies grow gray", and "Iron Century" by Hesiod in his poem Proceedings and Days (180-181) [12]: "Zeus the generation of people who talk will be ruined and this after the birth they will be born gray ". As a result, the proximity of these stories and the fact of the emergence of Muslim philosophy and history from ancient Greek models compels students to treat the ancient heritage differently. Through this approach ensures adaptation of students of religious outlook to the requirements of modern scientific knowledge.

Discussions

Historical education helps each person to master three sets of values: ethno cultural, nationwide (Russian) and universal human planetary. Such courses as "History", "History of the Tatar people and the Tatar people", "History of Islamic civilization" are an integral part of the system of historical education. The program provides the achievements of modern science, based on historical synthesis, a combination of sociological, anthropological, cultural and psychological approaches while preserving a systematic exposition of history, taking into account the world outlook of students.

The study of these disciplines should help the future specialist to master the skills of historical analysis, the ability to penetrate into the essence of historical phenomena and events. The peculiarity of these courses is the inclusion in the outline of the history of the multinational state of the issues of the history of Islam and the Muslim culture of the peoples living not only in the territory of the Russian state but all over the world, which is relevant in the context of globalization. These issues are considered as a concretization and deepening of the already existing didactic unit of the State educational standard. This approach allows us to raise and solve the problems of education and upbringing in a new way, to create high civil, patriotic feelings, interethnic tolerance among the students, respect for the culture, customs, traditions of other peoples, and a sense of pride in belonging to the great and complex culture of our people. Students should be maximally involved in the learning process as active and independent researchers of the past.

These guidelines for the conduct of studies on historical subjects were studied in the Kazan Islamic University and the Russian Islamic University of Kazan. After passing historical courses students more objectively assess the processes and phenomena of the past, they may see in them instructive examples (gybroth), which can be used in practice, for instance, in the preparation of sermons or better mastery of disciplines of a purely religious nature "The History of the Prophets", "The Lives of the Prophet Muhammad" and others.

Conclusion

Teaching and studying historical disciplines is an important factor in the formation of civil identity and adaptation of various worldview systems among students of Muslim educational institutions. The

building and development of a system of electronic and educational resources for teaching creates the necessary conditions for the development of quality, increasing interest in the subject (in this case, history).

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Training Of Future Specialists The Professional English Language In The Field Of «Advertising And Public Relations»

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Abstract

The article makes an attempt to analyze the content and various forms of education in the auditorium classes of Baccalaureate (undergraduate students) in the direction of "Advertising and Public Relations". Relevance is determined by the need of society in the preparation of active, independent and enterprising people, able to navigate in the modern conditions of life and the labor market.

This article discusses the potential possibilities of the subjects "Foreign Language" as well as "Professional Foreign Language" in educating the younger generation, oriented to self-determination, self-realization, developing personality, individuality, creativity, independence and initiative of every student. The necessity of the educational process construction not from a position of logic and systematic assimilation of the subject learning, but in terms of the student's personality logical development, his subjective inner state is emphasized.

The purpose of the article is to consider the issues of theory and practice of using authentic materials in the process of learning a foreign language in high school. There are examples of working with thematic lecture-excursions, presentations «brainstorming», quizzes in English and communicating activity tasks. Particular attention is paid to the development of listening skills by using authentic materials.

The authors summarizes the practical experience of teaching, proving that the multidimensional nature of the tasks and functions of the future specialist dictate the need for a variety of methods and content of teaching.

Then on this basis we systematize educational and educational goals, applying the taxonomy of B. Bloom. We made an attempt to rank the aims of education and upbringing and highlight the specific actions of bachelor students in the direction of "Advertising and Public Relations" in achieving these goals.

Keywords: Professional English; general cultural competencies; Professional competencies; Forms and methods of teaching; Business intercultural communication; education; educational process; foreign language; technologies; personal development; self-determination; creative personality; communication.

Introduction

The article makes an attempt to analyze the content and various forms of education in the auditorium classes of Baccalaureate (undergraduate students) in the direction of "Advertising and Public Relations". Relevance is determined by the need of society in the preparation of active, independent and enterprising people, able to navigate in the modern conditions of life and the labor market.

In the conditions of global globalization, when students and graduates of Russian universities face the highest competition in various fields of science, economics, and technology, the requirements to the quality of language training in higher education establishments are increasing. Strong proficiency in English of future bachelors in most areas of professional training makes them more competitive and less vulnerable in the modern labor market.

Future specialists, according to Federal state standard of higher education (FGOS VO) in the direction of preparing bachelors in the direction of "Advertising and public relations", are appealed to solve multitasking connected with the organizing managerial activities (Participation in the organizational work of advertising services in order to promote the company's products and services to the market, participation in the planning, preparation and conduct of communication campaigns and events in the field of advertising and public relations, the ability to participate in the creation of effective communication infrastructure of the organization, the provision of external and internal communication), organize, including government services, media, public and commercial organizations), advertising and information, as well as market research and forecasting and analytical activities. The problem of the formation of a competent specialist should be solved, including in the process of teaching the discipline "Foreign Language" [1].

Methodology

The whole methodology of teaching languages can be divided into two main currents: traditional and alternative methods.

Traditional methods involve working with texts, this method is based on a thorough study of grammar and the comparison of the language with the native language. Much attention is paid to the exercises for translation, which almost replace the task for the development of speech skills.

Taking into account the tendencies towards integration and globalization, and, consequently, the growing interest in the study of languages, in our article we pay more attention to alternative methods of teaching the language. Among the alternative methods can be identified communicative method, based on immersion in the language environment. Much attention is paid to role-playing games: each learner gets his "role" (name, profession, age ...) and for the entire period of his education he turns into a character, on behalf of whom he participates in dialogues and played scenes, in discussions, in presentations. Turning to the problem of teaching grammar, we note that, for example, when working on the training of interrogative and other speech structures, the teacher sets the task of creating a questionnaire for members of the future target audience of consumers of a new product (for example, for a new model of a cellular phone), writing a telephone interview script, video presentations, as well as business letters, mailings, main pages of websites, etc.

Learning to perceive a foreign speech by ear is one of the most important types of speech activity in the process of teaching foreign-language communication. The themes of so-called realistic listening / real listening, which is necessary for introduction into the language environment, are thematic excursions-lectures; oral presentations of both the company and the product (product or service) being introduced to the market; telephone conversations between the representative of the company-customer of promotional products (for example, a travel company, a manufacturer of a certain product) and an advertising agent; discussion of the company website design. These alternative methods provide not only a purposeful perception and comprehension of the phenomena under study, their emotional-personal evaluation, creative processing in the course of performing speech actions, active application in practice, but also the development of personal qualities among students.

Results

Russia's entry into the international educational space, as well as expansion of cooperation in the field of economy and politics, the adoption of new GEFs force teachers to systematize educational goals. That is why "in his work a teacher should use such methods and means that would ensure not only a purposeful perception and comprehension of the phenomena under study (the cognitive component), their emotional-personal evaluation, creative processing in the course of performance of speech actions, active

application in practice(the practically effective component), development of students' personal qualities of along with traditional methods" [2].

In this regard, the need for a combination of a variety of methods and forms of presentation of material in the classroom is traced [3].

The Development of the Competencies

An active usage in practice of the communicative approach involves immersing the student in the language environment, which provides him with a more natural perception of foreign speech, rather than the traditional organization of classes with the dominant role of formal grammar. However, many methodologists and university lecturers express the opinion that students often experience difficulties in the situational use of grammatical phenomena, strive to use only very simple grammatical structures, do not possess sufficiently developed skills in using grammatical forms. Therefore, an English teacher, who aspires to develop a communicative competence from a future specialist in the field of advertising and public relations, is forced to clearly structure the content of the training and the material studied, and to develop the so-called modules. Each of the modules is built on the subject content of the specialty, involves the use of knowledge obtained in the classes in special disciplines, and aims at an integrated study of a foreign language and a new professionally oriented material. The topics of such modules can be the following: introduction to marketing and advertising, customer search, marketing strategy planning, creating ads, promotion tools, public relations channels, marketing through trade fairs, etc.

All components of the educational space are aimed at mastering the basic educational program (OPOP) by students. Disciplines, which are included in its basic and variable parts, are aimed at forming competences reflected in the Federal state standard of higher education (FGOS VO). So, FGOS VO in the direction of preparing bachelors "Advertising and public relations" is a kind of starting point in the process of determining the goals of teaching. Ability to communicate in oral and written forms in Russian and foreign languages for solving problems of interpersonal and intercultural interaction. In the list of professional competencies (hereinafter referred to as "PCs") the following two the most important for us are: "the ability to participate in the planning, preparation and conduct of communication campaigns and events (PC-7)", "the ability to participate in the creation of effective communication infrastructure of the organization, the provision of external and internal communication (PC-6) [1]. "Ability to prepare, organize and conduct questionnaires and opinion polls of consumers and public opinion; Perform processing and preparation of data for analysis (PC-32)" [1]

We suppose, the development of these competencies in classroom activities in the discipline "Foreign Language" or "Foreign Language for Professional Communication" requires the application of a practice-oriented approach, the development of independence and creativity of thinking, the formation of motivation for interaction within the framework of the communicative task [4].

It should be noted that more recently, teaching a foreign language in a non-linguistic university was focused on reading, understanding and translating special texts, studying syntax using the example of individual articles on the specialty. However, the adoption of new FGOS (Federal state standard of higher education) forces teachers to increasingly apply communicative techniques, thereby shifting the focus of development of speech skills for professional communication [4].

The Application of a Communicative and Practice-Oriented Approach and Usage of the Educational-Authentic Materials

The development of these competencies in classroom classes in the discipline "Foreign Language" or "Foreign Language for Professional Communication" requires the application of a communicative, practice-oriented approach, the development of independence and creativity of thinking, the formation of

motivation for interaction within the framework of the communicative task. Training and development of speaking skills are conducted on the following communicative tasks:

1. Discuss the brand values of your company (for example, the state railway network) with your colleague in the department, present your ideas on the three main ones on the board of directors, justify your opinion.
2. You work for a European budget airline that carries out passenger transportation in the following areas: London, Paris, Rome, Berlin, Barcelona and Amsterdam. You want to add two new destinations next year and negotiate with the marketing firm about the definition of these points. Discuss with your colleague what methods of data collection each of you can recommend. Then prepare a survey sheet for the target audience (a list of survey questions).
3. You and your partner are colleagues in an advertising agency. Organize the meeting and discuss how to spend the budget allocated to the advertising company of travel agency Joys of Germany, which aims to make Germany a more popular country among tourists.

Bachelor students are involved in the process of marketing research in a professional foreign-language environment, learn to choose and justify pricing models (captive product pricing, economy pricing, penetration pricing, price skimming, geographical and premium pricing). They discuss in groups the advertising mix (four Ps) of the goods introduced to the market, leading weighty arguments in defense of their point of view, following the advice of experienced advertising agents, make up so-called mail-letters in English (Direct Mailing) and much more.

Thus, "there is a purposeful perception and comprehension of the phenomena studied, their creative processing in the course of performing speech actions: from conscious mastery of the action to the automated implementation of it." [5].

Many researchers have noted that the teaching of a natural, modern foreign language, including in the context of professional communication, is possible only if materials taken from the lives of native speakers are used or compiled taking into account the characteristics of their culture and mentality in accordance with accepted and used speech standards [6]

Educational-authentic materials are materials that are specially designed to take into account all the parameters of an authentic educational process and criteria of authenticity and are designed to solve specific learning tasks.

Teaching Listening, Reading, Communicating

In this regard, let's consider, in particular, teaching listening to by watching movies. Specially selected authentic films on various topics provide active students' reflection on the material presented. Upon termination of viewing of films discussion of a problem is supposed. Students have 4-5 minutes to summarize or discuss the material uncovered with a new formulation, a new answer, built on a more refined, thoughtful associations and their synthesis. The use of video and television films and shows precedes round tables, discussions and seminars. The discussion form is widely used in presenting various aspects such as sociology, jurisprudence, economics and welfare protection, protection of children, etc...[7].

Briefly we will give the examples of only some communicative tasks aimed at developing speaking skills:

English speaking marketers polylogues between team members; Thematic excursions-lectures; Oral presentations of both the company and the product (or service) introduced on the market; Telephone conversations between the representative of the company-customer of promotional products (for

example, a travel company, a manufacturer of a certain product) and an advertising agent; Discussing the design of the company's website - these are just a few topics of so-called realistic listening / real listening, which is necessary for introduction into the language environment. Of course, attention should be given to the development of short, preliminary steps to the listening of exercises aimed at removing possible difficulties in listening to dialogue (polylogue). These are short question-answer exercises, exercises for brainstorming, puzzles (quiz), etc. After listening to the dialogue (polylog), you should begin to perform separate exercises to activate previously heard lexical and grammatical material. Activation in speech and fixing useful phrases in the notebook (Useful Phrases) allow you to work on so-called partner cards (Partner Files). Each of them contains a case with a task simulating a language situation, encouraging the student to speak in the context of specific topics of professional communication [8].

One of the opportunities to replenish rapidly becoming obsolete knowledge of a specialist is to obtain information when reading foreign language publications on the appropriate speciality profile, which became available via the Internet. Thus, the global process of informatization of society becomes the most important factor of the modern educational process [9].

We share the opinion of E.M. Kargina that "working with specialized foreign language information contributes to the formation and development of professional interests of students, the activation of their cognitive activities, the readiness of the students to use purposefully the received language knowledge in the field of professional activity - and this is consistent with the goal of teaching a foreign language in a non-linguistic university" [10].

That is why in the foreign language curriculum for higher educational institutions one of the main goals in the training is reading the original literature on the specialty for obtaining the necessary information.

It should be noted that the multidimensional nature of problems in the process of preparation of the future of PR-specialist requires mastery of basic knowledge of corporate culture and ethics, since working in the advertising and marketing departments of companies and firms, the modern manager must not only feel part of a team, but also be able to create a unique the image of the organization, to strengthen the team, using the latest market research data, to effectively promote the brand values of the company, relying on science-based regulations on organizational and corporate culture of the company [11].

Students are interested in such forms of work with interest, do not hesitate to contribute their ideas, learn to formulate a marketing problem, develop constructive solutions, taking into account the opinion of other team members. Thus, the English language, as the discipline under study, contributes to the formation of such important general cultural competences (GCC) as: the ability to logically correct, reason and clearly construct oral and written speech (OK-2); Readiness for cooperation with colleagues, work in a team (OK-3); The ability to find organizational and managerial solutions in non-standard situations and the willingness to bear responsibility for them (OK-4) [1].

An important aspect of creating motivation for learning is the actualization and practical orientation of the selected material. Advertisements from weekly city newspapers, information from magazines, online advertising help the teacher and trainees build professional communication on real-world examples, to keep pace with the times, contributing to the enrichment of the professional vocabulary of a specialist. The motivation for using cliché phrases such as *We will guarantee that customers will have ... We will be reaching customers through ads on...*, *The key factors of our product are* and others allows us to bring the skill to automatism, gradually complicating and enriching the speech of the future professional.

Educational opportunities of the subject "foreign language" are concluded in the content of materials used, in the teaching methodology. The potential possibilities of the subject "Foreign Language" in educating of the younger generation are oriented to self-determination, self-realization, developing personality, individuality, creativity, independence and initiative of every student. The necessity of the

educational process construction not from a position of logic and systematic assimilation of the subject learning, but in terms of the student's personality logical development, his subjective inner state is emphasized.

"The course of teaching a foreign language promotes intercultural communication, education and development of cognitive, emotionally-personal and practically-effective components" [12].

Problems associated with the formation of intercultural competence of future public relations specialists touch upon the need to form such a "language personality" who needs the foreign language "for life", for "communication in real situations". And many researchers note the need to create such organizational and pedagogical conditions that would help attract representatives of business culture to the educational process as teachers and mentors. This is especially true for foreign specialists working in the field of PR. Moreover, a foreign specialist will form professional skills taking into account the requirements of international practice. At the same time, the skills of foreign-language communication will be improved, the dialogue of cultures will be actualized [13].

Thus, the multidimensionality of the tasks and functions of the future specialist in the field of advertising and PR stimulates the teacher to a thoughtful and creative approach to the content of training, as well as the development of a wide variety of forms and methods of classroom work that are practice-oriented, aimed at the final result associated with The formation of both general cultural and professional competences.

conclusions

For the systematization of educational purposes in training professional English for future specialists in the field of advertising and PR, we applied the of B. Bloom' taxonomy. The Bloom theory is a visual and accessible theory, which helps teachers in the effective and systematic development of thinking skills of their students. Applying the taxonomy of B. Blum [14, 15], which distinguishes three areas of goals: cognitive (cognitive), affective (emotional-value) and psychomotor, we ranged the goals of education and identified specific actions of bachelor students of the direction of training "Advertising and Public Relations" in order to achieve these goals. The results of our scientific research we presented in Table 1.

Table 1. Taxonomy of educational purposes.

Goal categories	Training and educational goals	Specific actions of students to achieve goals
1. Knowing	To remember and reproduce lexical material, grammatical phenomena, structures. Form a culture of educational and intellectual work.	The student will reproduce terms, basic concepts, rules, uses grammatical rules. Participates in round tables, uses cases, brainstorming.
2. Understanding	Transform and interpret the educational material for use in communicative situations. Develop interest in working with new information materials.	The student will explain facts, converts verbal material into graphics, charts, tables. Creates websites to promote the advertising product. Forecasts future results and consequences.
3. Application	Use the material studied in specific conditions and in new	The student will apply the acquired knowledge and skills of

	situations. Develop a conscientious, responsible and creative attitude to professional activities.	speech behavior in specific practical current and new situations. Prepares, organizes and conducts promotional events, questionnaires and opinion polls of consumers and public opinion.
4. Analysis	To be able to distinguish parts of the whole, the interrelations between them, to see errors and omissions in the logic of reasoning, to distinguish between cause and effect.	The student will know how to interpret the information, makes a distinction between the facts, designs programs and individual events in the field of advertising and public relations, conducts market research.
5. Synthesis	To be able to combine elements in order to obtain a whole that is novel. Develop independence, breadth of outlook, the ability to be creative.	The student is able to write an essay, a speech, a report, an abstract. Prepares the material for the presentation, describes the advertising product: booklets, invitations.
6. Evaluation	To be able to assess the value of a particular material, and human behavior in different situations.	The student will evaluate the logic of the structure of a written text, the correspondence to the fact that the latter is recognized, the significance of this or that advertising action.

As you can see, to achieve educational goals most of the thinking processes characteristic of learning activity correspond to the levels of knowledge and understanding, are the most common of the thinking skills. They serve as the base or foundation on which all higher-order thinking skills are built. With each successive level, the cognitive skills become more complex and are used less often.

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MANUSCRIPT

Types Of Semantic Relations In The Medical Terminology Of The English And Russian Languages

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Abstract

The article is devoted to the analysis of types of semantic relations of medical terms in the English and Russian languages. The phenomena of synonymy, antonymy, polysemy and homonymy of terms of human diseases in the studied languages serve as the subject matter of analysis.

Thematic justification is stipulated by insufficient knowledge of medical terminology on the material of multi-structural languages; underinvestigated semantic features of medical terminology and patterns of their functioning in the studied languages.

In the given study there were analyzed 1320 medical terms of disease names in English and Russian (648 nominations in the Russian language, 672 nominations in the English language). The total number of terms involved in different types of semantic relations amounted to 189 terms in the Russian language, and 219 terms in the English language.

The phenomenon of synonymy was found in 120 terms in English and 106 terms in Russian, which is 54% in English and 56% in Russian from the total number of terms involved in different types of semantic relationships. The phenomenon of antonymy is typical both for English terminology and for Russian, practically in the same quantitative ratio: 68 terms in English and 63 terms in Russian (32% in English and 33% in Russian from the total amount of terms involved in different types of semantic relations). The phenomenon of homonymy was found in 8 terms in the Russian language and in 12 terms in the English language (correspondingly 4% and 5% from the total amount of terms involved in different types of semantic relations). In the Russian terminology of disease names the phenomenon of polysemy is less common than in English: 12 terms in Russian and 19 terms in English (7% and 9% from the total amount of terms involved in different types of semantic relations, respectively).

The considered processes in medical terminology differ from those in common-literary vocabulary. The difference is that these processes do not affect the characteristic lexical and semantic features of terminology.

Keywords: term, term system, medical terminology, types of semantic relations, synonymy, antonymy, polysemy, homonymy.

Introduction

The terminology of any language is not only a collection of terms and word-combinations. Scholars believe that "terms that are part of one system have a semantic consistency" [1, p. 44]. Semantic consistency is also a characteristic feature of medical terminology, since it is a systemic organization that is the result of the interaction of extralinguistic systemacity, that is the consistency of realities and concepts, on the one hand, and the linguistic systemacity proper, which finds expression in a certain relation to semantic processes and peculiarities of term-formation models [2].

The question of the systematic nature of vocabulary is concerned by many linguists, including O.S. Akhmanova [3], A.A. Reformatsky [4], V.M. Leichik [1], etc. Since the most controversial to terminology is the question whether the main lexical and semantic processes such as polysemy, homonymy, synonymy, and antonymy are conceivable in it, then the same question can be considered relevant for medical terminology.

Research Methodology

Terms and terms-collocations selected from single and bilingual dictionaries, medical encyclopedias of English and Russian serve as the subject matter of analysis. In the course of the study there were analyzed 1320 medical terms of disease names of the English and Russian languages (648 nominations in Russian, 672 nominations in English).

The analysis of theoretical and supporting data comprise the usage of such methods as continuous sampling method (selection of factual data); inductive-deductive method (comprehension and integration of theoretical information and observation); comparative method (the identification of similar and distinctive features of the terminology of two languages); lexicographic analysis (defining semantic features of terms by studying vocabulary definitions); method of statistical analysis (statistical calculations).

Study Results and their Discussion

The question of synonymy, both in common-literary language and in terminology, has attracted the attention of researchers long ago.

In the appendix to the "Encyclopaedic dictionary of medical terms" M.N. Chernyavsky distinguishes two types of terms-synonyms: equivalent and interpretative. The scientist includes synonyms with the same motive feature in sound complexes to the first type, which is fixed by different root or word-building elements with the same or similar meanings. To the second type, the scientist refers to synonyms with a different motivate attribute [5].

The analysis shows that both the Russian and English languages are characterized by the presence of medical terms denoting the names of human diseases, which are pairs of alternatives consisting of terminology elements of Greco-Latin origin. For example, trench mouth - Vincent's disease, spotted sore throat - angina follicularis, poor blood - anemia - deficiency of blood, chronic bronchitis - winter cough, gastroenteritis - stomach flu, etc.; Rus. tuberkulez - chahotka, stolbnyak - katalepsiya, ishuriya - zaderzhka mochi, aktinicheskij dermatit - luchevoj dermatit, bulleznyj dermatoz - puzyrnyj dermatoz, gemohromatoz - bronzovyj diabet - pigmentnyj cirroz, kosoglazie - geterotropiya - strabizm, detskaya krapivnica - strofulus, etc.

Less often among the synonyms of the first type (equivalent) one can find complete and brief versions of the same sound complex having the same meaning. The abridged version of the term is formed in different ways: 1) creation of a shortened word from the components of the term-phrase: adenoid tumor - adenoma, alveolitis - alveolar osteitis, rheumatic arthritis - rheumarthritis, herpetic angina - herp-angina, etc.; Rus. revmatischenkij kardit - revmokardit, kistochnaya adenoma - cistadenoma, fibroadenoma - adenoma fibroznaya, psichicheskoe rasstrojstvo - psihoz, vegetativnyj nevroz - vegetonevroz, etc.; 2) creation of abbreviations: GERD (gastroesophageal reflux disease), GERD (gastro-esophageal reflux disease), CAD (coronary artery disease), ALS (amyotrophic lateral sclerosis), ALS (amyotrophic lateral sclerosis) and others.

Attention should be paid to synonyms of the interpretation type. Both outdated and modern terms can be applied for the designation of the same disease: scanty sweat - anhidrosis, spotted sore throat - angina

follicularis, stomach flu –gastroenteritis, brain fever – meningitis; Rus. svinka i ehpidemicheskij parotit, zaeda i angulyarnyj hejlit, pochesuha i prurigo, etc.

When a new classification appears, interpretational synonyms may also arise: allergy to pollen – nasal allergy, monocytic tonsillitis – glandular fever – infectious mononucleosis, parenchymatous tonsillitis – follicular tonsillitis, Bamie disease – Bomholm disease – epidemic myalgia; Rus. bolezni' Botkina – gepatit A – infekcionnyj gepatit, poliartikulyarnyj artroz – generalizovannyj artroz, taezhnyj ehncefalit – vesenne-letnij kleshchevoj ehncefalit, belaya ospa – alastrim – ospa kafrov, strigushchij lishaj – dermatomikoz – dermatofitiya – trihofitiya, etc.

Synonymic relations of interpretative synonyms are based on different features of the same disease: blue fever – mountain fever – Rocky Mountain spotted fever, pappataci fever – mosquito fever – dog disease; Rus. finikovaya bolezni' – lihoradka denge – kostolomnaya lihoradka – lihoradka zhirafov – sustavnaya lihoradka, etc.

Eponymic terms can be considered as a special group of synonyms in medical terminology [6]. Term-eponymy is a kind of term, on the one hand, and it is a certain class of names, the differential peculiarity of which is an indication of the author's name, on the other hand. For example, the disease of Bermann, named after the name of the French doctor, has in the medical terminology the term synonym “sporotrichosis” – “chronic mycosis caused by parasitic fungi Sporotrichum” [7, p. 145]. This series of synonym terms can be continued: Henoch's angina – necrotic tonsillitis, Cooley's anemia – thalassemia, Pfeiffer's disease – infectious mononucleosis; Rus. bolezni' Fagge – kretinizm; bolezni' Bryusa – brucellez; bolezni' Kerlya-Urbaha – ksantoz; opuhol' Vil'msa – nefroma, etc.

The phenomenon of synonymy was found in 120 terms in the English language, which is 18% from the total number of analyzed terms and 54% from the number of terms involved in different types of semantic relationships. In Russian the phenomenon of synonymy was revealed in 106 terms, which is 16% from the total number of analyzed terms and 56% from the number of terms involved in different types of semantic relationships. The total number of terms involved in different types of semantic relations amounted to 189 terms in Russian, 219 in English. In English and Russian the average length of a synonymic series is 2-4 terms.

The analysis of the terminology of English and Russian on the material of terms denoting human diseases showed that the antonymic relations are not so numerous in comparison, for example, with synonymy.

In the medical terminology of the English and Russian languages, one can distinguish antonymy obtained by using antonymic morphemes and terminological elements.

Among the antonymous pairs of prefixes one can distinguish the following: hypo- (hyper-), oligo- (poly-), macro- (micro-).

Thanks to these antonymous prefixes, the term-antonyms are also formed. For example, hypotonia – gipotoniya (decreased muscle tone or muscular layer of the hollow organ) and hypertonia – gipertoniya (increased muscle tone or muscular layer of the hollow organ); Hyperglycaemia – giperqlikemiya (high blood glucose) and hypoglycemia – gipoglikiemiya (low blood glucose); hypoxia – gipoksiya (oxygen deficiency) and hyperoxia – giperoksiya (increased oxygen content in the body's tissues), etc.

Antonymy is also common among the names of human diseases, which is achieved due to the contrast of the initial terminology such as macro- (micro-). These antonymous pairs of terms are based on the opposition of the seme “big – small”: micropsia – mikropsiya and macropsia – makropsiya (Greek opsis (vision)); microcornea – mikrokornea and macrocornea – makrokornea (anatomy cornea (keratoderma));

micrencephalia – mikroehncefaliya and macroencephalia – makroehncefaliya (Greek enkephalos (brain)), etc.

The semantic contrast of medical terms-names of diseases can also be traced to the example of terminological prefixes such as “oligo- / poly-“. The terminology element prefix “oligo- / oligo-“ is formed from the Greek word oligos (small) and has the meaning “not numerous“, prefix “poly-“ from the Greek polys (many), its meaning is “greater in comparison with the norm” [7, p. 255, p. 348]. Here are some examples: oligodontia – oligodentiya and polyodontia – polidentiya (Latin dentis (tooth)); oligomenorrhea – oligomenoreya and polymenorrhea – polimenoreya (Greek men (month), rhoia (flow)); oliguria – oligouriya and polyuria – poliuriya (Greek uron (urine)).

Some terminology elements may have more than one antonymous prefix. For example, “poly-“ is contrasted by its meaning not only “oligo-“ but also “mono-“ (Greek monos – single). This is confirmed by the following pairs of terms: polyarthritis / poliartrit – monoarthritis / monoartrit; polysomy / polisomiya – monosomy / monosomiya; polyneuritis / polinevrit – mononeuritis / mononevrit.

The phenomenon of antonymy is typical both for the English terminology and for the Russian language, practically in the same proportion: 68 terms in the English language, which is 10% from the total number of analyzed terms and 32% from the number of terms involved in different types of semantic relations. In the Russian language the phenomenon of antonymy has been identified in 63 terms, which is 10% from the total number of analyzed terms and 33% from the number of terms involved in different types of semantic relationships.

The phenomenon of polysemy in the field of human diseases is unproductive, however the analysis shows that polysemy is observed in a number of cases in both studied languages.

As an example of polysemy we can bring the convergence of the meaning of an organ or a part of it and the disease of that organ. For example, “angina” has two meanings: 1. an inflammatory infection of the throat, such as quinsy; 2. a chest pain or shortness of breathing with the lesser degrees of arterial blockage [8]; 1. acute or chronic inflammation of the mucous membrane of the throat, especially the amygdala; 2. heart disease, expressed in severe attacks of heart pain [9]. In Russian the term “nevrit” is also used in two ways: 1) the nerve cell process, through which nerve impulses pass from the nerve cell to other cells or muscles; 2) inflammation of the nerve [9].

The term “hypotrophy” in English is polysemic and has the following meanings: 1. a degeneration in the functioning of an organ due to the loss of cells; 2. a condition in which growth occurs more extensively on the underside of a branch or other organ [8, p. 245]. “Gipotrofiya”: 1. a set of degenerative processes in tissues. 2. microplasia, weight loss [9].

The word, expressing the generic concept, has a great opportunity to turn into a multi-valued term. Indicative in this respect is the polysemy of the word “fever”. This term is both a generic word, and a medical term-hyperonym. In modern scientific medicine, the term “fever” is a hyperonym of a group of diseases and is used in a number of polylexemic medical terms for disease names.

The phenomenon of polysemy is less common in the Russian terminology of the names of diseases than in English. As a result, we found out 12 terms that have more than one meaning, which is 2% from the total number of analyzed Russian terms; in English – 19 terms – 3% from the total number of terms. This amounted to 7% from the number of terms involved in different types of semantic relationships in Russian and 9% in English.

The question of the presence of homonym terms is also relevant for the medical terminology of diseases. The presence of relations of homonymy in terminology is recognized by many scientists. For example,

K.Ya. Averbukh believes that the phenomenon of terminological homonymy is generated in most cases by three factors:

- 1) existence in various conceptions and terminologies that are far from each other of the equally sounded and written units of nominations, the semantics of which are absolutely different;
- 2) the metaphorical use of a term in another special language (i.e., entry into another terminology system);
- 3) the existence of one object, identical names denoting different concepts in each of the special languages, depending on the angle of view of the given reality [10].

The examples of homonymy, caused by the first two factors are found among the terms of the investigated field.

As an example of the use of the same sound complex for the designations of different concepts can be taken the lexical unit "cancer". As the medical term "cancer" is a linguistic calque from Latin word cancer that is a "malignant tumor".

In the medical terminology of the English language, the terms "diffuse epithelioma", "carcinoma" or the abbreviation "Ca" are used instead of the commonly used "cancer".

The nomination "cancer" in Russian is not included in the active dictionary of health workers, it is replaced in it by the special name of a tumor (f.e., lipoma, sarcoma, leukoma, etc.). Basically, "cancer" is used in modern Russian in everyday speech, and necessarily with the indication of a sick organ – stomach cancer, lung cancer, etc.

Some scientists, for example, A.A. Reformatsky believe that the broad, complex definition of the phenomenon of homonymy of common-literary language in the terminology is represented by one of its kind, namely when the polysemy is so divergent that it becomes homonymy [4]. These are the cases when the same term may be included in different terminology of the language, which is an inter-scientific terminological homonymy.

The following terms can be related to the inter-scientific homonyms: erosion / ehroziya, anthrax / karbunkul. Their peculiarity is that they function in different scientific fields.

Erosion / ehroziya means a defect in the mucous membrane or epidermis in medicine, and in mining it is defined as the process of destruction of the surface of metal products.

Anthrax / karbunkul in medical terminology refers to rapidly developing purulent inflammation of the skin and subcutaneous tissue, and in jewelry – the name of the red gem.

In Russian the term "nefrit" and "keratit" also refer to inter-scientific homonyms. In English the term "keratitis" corresponds to the term "keratitis", which does not have homonyms, and "nephrite" is translated as "nephritis" in the meaning "inflammation of kidneys" and "greenstone" in the meaning of "green mineral".

The boundaries between polysemantic and homonymous words are very conditional.

Speaking about the term-homonyms, which call human diseases, we should note the homonymy of eponymic terms. Homonymy in this case appears as a result of the fact that scientists, doctors, on behalf of whose names the term is formed (as a rule, compound) are the namesakes.

Let us bring the examples of such homonymy.

Alexander disease / Aleksandera bolezn' (B. Alexander, the modern American physician) is a family-hereditary hemorrhagic diathesis.

Alexander disease / Aleksandera bolezn' (W.S. Alexander, the modern English neuropathologist) is "a hereditary disease of the central nervous system, clinically manifested by convulsions, central paralysis of hydrocephalus" [8, p. 54; 6, p. 38].

Mendel's symptom / Mendelya simptom (K. Mendel, 1862-1946, the German neurologist) - "soreness by pressure on the anterior wall of the anterior external auditory meatus, a sign of meningitis".

Mendel's symptom / Mendelya simptom (K. Mendel, 1862-1912, the German doctor) - "tenderness of anterior abdominal wall with percussion, a sign of peptic ulcer" [8, p. 283; 6, p.165].

As a result of the study, the phenomenon of homonymy was found in 8 terms in the Russian language and in 12 terms in the English language, which amounted to 1% from the total number of analyzed terms in the Russian language, and 2% from the total number of analyzed terms in the English language. This amounted to 4% from the number of terms involved in different types of semantic relationships in Russian and 5% in English.

Results

The examples of synonymy considered in medical terminology, particularly among the names of various diseases, indicate a large representation of this process in a special vocabulary.

In the terminological antonymy of the study group, the word-formative type of antonyms predominates due to the terminology elements of Greek-Latin origin that are opposite in meaning.

The polysemy of medical terms that define human diseases during their functioning is natural due to the asymmetry of the linguistic sign, "the same form can be used to designate different objects and perform different functions" [11, p. 109].

The phenomenon of homonymy in the field of medical terms, denoting certain human diseases, also takes place and it is a semantic process, characterized by the same features as in common-literary vocabulary.

Conclusion

Speaking about the semantic processes, we can conclude that the phenomenon of polysemy, homonymy, synonymy, antonymy in terminology is different from similar processes in common-literary vocabulary. The difference is that these processes do not affect the characteristic lexical and semantic features of terminology. They proceed in those limits that do not violate the semantic distinctness of the term. The full scope of the concept (term) is determined only by taking into account the comprehension of its place in the system of concepts of the relevant branch of knowledge, that is a bank of terms, their definitions and specific usage.

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Using Fiction to Develop Intercultural Competence in Teaching Foreign Languages

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Abstract

The article is devoted to the problem of developing students' intercultural competence (IC) by means of interpreting a literary text as a part of teaching a foreign language. The objective of the article is to study fiction as a unique source of culture-biased authentic information suitable for structuring a lesson in a way that can reveal explicit and implicit cultural concepts, find the difference between teaching reading as a language activity and an interpretational reading for developing intercultural competence, review the didactic criteria for choosing literary works for the language learning class in order to develop students' IC. The article uses the methodology of the analysis of recent research in the field of developing IC, comparison, classification and generalization. The materials of the article can be useful for the scientists in the field of intercultural studies and the teachers of a foreign language working in a culturally diverse environment.

Keywords: education, students, foreign language, intercultural competence, fiction, teaching, literary analysis.

Introduction

Numerous theoretic research in the field of developing intercultural competence [IC] through literature has been made by Claire Kramsch [1], Michael Byram [2, 3], Adam Nichols & David Stevens [3], H.E. Hoff [4].

Working with fiction is a unique way to develop many culture-related competencies. If we consider fiction from the point of its possibilities to build IC, we may find that it might be a really effective way as it is based on contrasting two or more cultures, accepting other cultures which is highly demanded in today's intercultural communication. Nevertheless, the ways of teaching IC are still under discussion in pedagogical science both theoretically and technologically due to the insufficient research of the interrelation between this process and the structure and content of pedagogical interaction.

Methodological Framework

At present, teaching a foreign language is arranged within the communicative approach: developing students' communicative competence is considered to be the most important objective. It is necessary to form in students such ability to verbalize a thought or idea proficiently, to confirm it with the facts, to put arguments forward, and not just to communicate "in contact", through "Facebook" and other social networks but with each other [5]. The communicative linguistics discovered that people communicate through sentences - not text, and this is the reason for the text to be considered a communicative piece. A speech act has such aspects as a speaker, a listener, time, place, purpose, etc. [6]. Therefore, working with this text can become a source for developing communicative skills in a foreign language and it can become a way to build IC.

A broad definition explains a text as a whole communicative unit that has a structural-semantic, functional and compositional and stylistic unity and a number of text categories such as informational content, cohesion, linear development, integrity, and excursiveness. As an objective of scientific research a text is perceived as "a speech act or a consequence of connected speech acts performed by an individual in a particular situation represents a text [oral or written] [7]; as a fundamental unit of semantics that cannot be defined and then it comes to "the actualized potential" [8]. A. Greymas considers text from the point of semantics. Discourse (as text) is a unity that splits into the utterances and is not the result of their concatenation [9].

Today literary texts are used in the linguistic description, scientific interpretation, and didactics [10, 11, 12]. H. Mrozovska names the most important features of a literary text:

- aesthetic value/beauty/ morality as the fact that it belongs to the culture of the language under study;
- the pragmatic value as a source of unauthentic information that makes the study more interesting and engrossing [13].

The research in the fields of pedagogy, methodology, linguistics and culture shows that introducing literary texts into the language learning classrooms is reasonable for a variety of reasons: (1) literary texts include various language norms and (2) they are the important sources of socio-cultural information and culture-oriented linguistics. (3) They develop lexical and grammar skills in receptive and productive language activities. (4) A literary piece influences readers' morality in one way or another, i.e. it has a disciplinary effect. (5) It stimulates critical thinking over the world and events around.

The didactic function of the literary text is that it is the objective of the study; a means of education; an object for interpretation; a means of developing language skills and a source of discussion.

Following the research by Rakhimov A.Z., we also consider a foreign literary text as a part of culture; a means of transmission of social-cultural experience; codified information that demands to be decoded by particular instruments; an object of understanding and perception; a means of intellectual development; means of reflexive thinking; a means of goal-oriented development and creative thinking implementation; an ideal objective of the creative activities [14].

A literary text that has not been adapted, abridged or transformed for particular reasons represent authentic textual material. We consider "authentic" literary material as the material which has been produced by native speakers, which has not been altered in any way and the purpose of which was not language teaching [15]. These literary pieces are highly informative with various kinds of information: factual, emotive, motivational, evaluative and conceptual. They reflect the linguistic and national worldview of the author and the nation. A foreign book allows intermediary communication with the author as a culture representative. Therefore, reading foreign literature can be considered a way of intercultural communication.

The theory of developing IC discusses the components that are essential for IC: knowledge, attitude, skills, values, and reflexion [16]. If we look at these components through a literary text we can find a pedagogical way to develop them productively.

To be successfully applied in a language class in order to develop IC the text should meet some requirements. Being a speech unit and educational unit at the same time the text should satisfy the requirements of extra-linguistic, linguistic, methodological and psychological character. In our research, we deal with such kind of analysis as literary interpretation, which teaches students to read and understand the message. Interpretation seems to be the most intricate yet the most interesting aspect of

literary perception. A literary text can be perceived only as a succession of events, but resonating with the public due to the emotions it makes the reader turn back to interpret it. "The basic objective of interpreting a text as research and learning practices is to maximize the information coming from it and to perceive not only the author's message but also the content that was put inside unintentionally. Not only take it for oneself but to explain to others". [17].

Results

The research in the field of developing IC shows that the most important issues for literary analysis and interpretation are:

- the background information, i.e. socio-cultural facts that are intrinsic for one nation or nationality, accepted by the majority of them and reflected in the language of this nationhood; specific realities (objects and notions inherent to one culture and missing in another);
- connotative and nation-biased units (the words that coincide with the basic meaning but different in cultural and historic associations or different with national peculiarities of form, functioning, usage, etc.);
- grammar peculiarities of expressing identical notions as a unique way of perceiving and fixing the reality;
- structurally- notional particularities of the text organization.

The process of literary analysis supposes discussing the text at different levels: the lexical, syntactical and compositional levels. Moreover, we should pay attention to highlighting implicit "elements" inside the text. The order of considering these text levels is not strict and is determined by the particular literary work.

A compositional - conceptual structure of the text is the specific objective of teaching the analysis of a literary text regarding coherence/cohesion, informativity, integrity, modality, organization, prospection and retrospection, anthropocentricity, conceptuality, and local-temporal relations in the text. The issue that needs explanations here is informativity. Text informativity can imply four types of information:

- thoughts and ideas of the author of the text;
- the implicit information that the author intended to express, but that is not obvious and the reader should discover and understand the implication;
- the information that the author did not intend, but it was discovered by the readers within the time;
- the information that can be found not in all fiction books, but in some of them. These are the culture-biased facts that may or may not play the role in the story, but the reader can notice them and interpret as well.

All mentioned categories of the compositional and conceptual structure of the literary text are variable and depend on many factors: the personality of the interpreter, the model of interpretation, the objectives set by the reader or teacher and on the text itself.

The intention to build IC through teaching a literary analysis has such peculiar didactic features as:

1. Difference between reading for the purpose of literary analysis and reading for the purpose of language activity;

- 2. The selection of reading material;
- 3. The role of the teacher in developing IC among students while reading a text.

The scientists have proved the direct relation between understanding and compositional-conceptual structure of the text. It depends on the way the main idea is presented (the complex of various problems and events that the writer depicts and those emotions caused by them); its placement in the text; the title; the manner of writing (the composition and system of images); the comparison that exists in the text; an outline of the text (lexical and grammar expression of the images/personages, text phonation and its graphic presentation).

All these aspects and other elements are studied in the theory of text interpretation and provide deep immersion into the text and its understanding. Meanwhile, personal characteristics of the reader (age, interests, language fluency, experience in working with texts and other) can interfere with the reading as well, therefore we should be aware of how understanding works (Table) [18].

Table 1. The levels of understanding a text.

1.Level of reading ability	The result of education
2.The level of speaking skills on the whole and reading particularly	
3. Comprehension task	The teaching process organization
4. The level of text complexity	
5.The awareness of the field/ theme under discussion, experience in the field	Unaffected by the teacher
6. General intelligence	

So the process of teaching is structured in a way so that it presents some difficulty for a student and raises some problem. The task of the teacher is to select and organize the student’s activity. It includes awareness, goal setting, planning activities, its organization, evaluation, and introspection [19]. This is influenced mostly by the reading ability, speaking skills and reading as a language skill particularly. But despite the teacher being fully prepared for the class, such factors as background knowledge and general student's intelligence should be taken into consideration. In teaching reading, we find two levels of understanding: 1. Understanding the message at the level of textual landmarks, their relation and understanding the plot. 2. Understanding at the level of meaning including the implication and author's intention. And if the first type of understanding concerns teaching to read, the second type depends on life experience and is hard to be taught. Therefore we find out that interpretation is possible at different levels of understanding, but the objectives of interpretation at these levels are different. So the difference between reading for analysis and reading as language activity is presented in Table 2.

Table 2. The objectives of reading as language activity and the objectives of reading for interpreting a literary text.

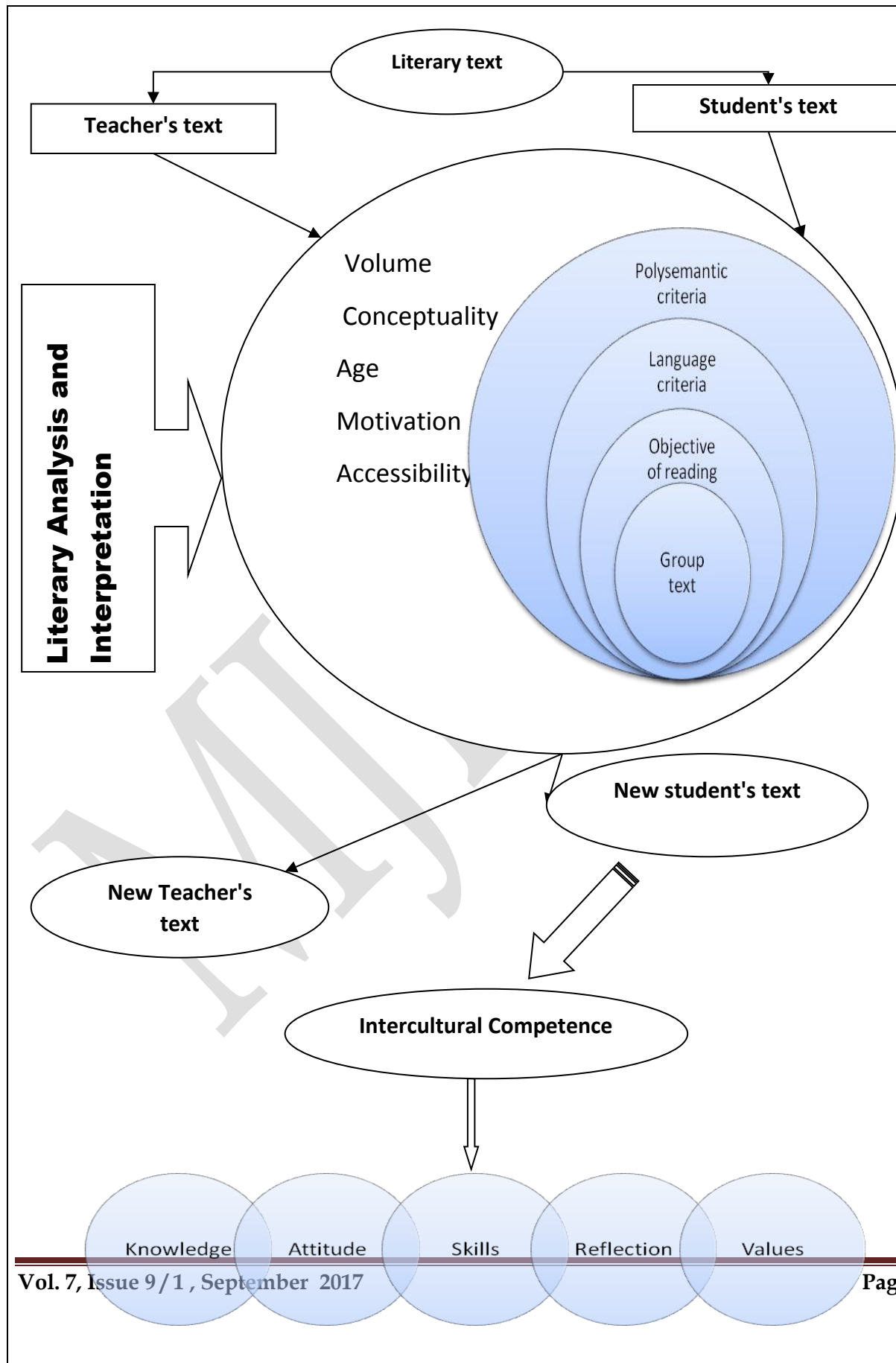
Reading as a Language Activity	Reading for Interpretation
--------------------------------	----------------------------

<ul style="list-style-type: none"> • Development of perception; • Teaching recognition of the structural and semantic written language • Developing the ability to read; • Developing active attitude towards the expressed ideas. 	<ul style="list-style-type: none"> • Presentation of the linguistic and sociocultural material for its further usage in speech; • Mastering skills of skimming and scanning [methodologically it is reasonable on account of various types of information in the text - factual, implicit and conceptual]; • Representation of cultural heritage of the nation whose language is studied and, consequently, motivation for further studying not only the language but also history, geography, culture, art, etc. that may also bear the impress of significance, as the culture of one nation is a sign in the system of world culture heritage; • Building up IC of the student, especially those aspects that concern knowledge and attitude.
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In the language class, the teacher has a "teacher's text" [20] that means his/her interpreted variant of the text, while a "student's text" represents another version of the same text. The analysis, explanation, background facts discussed and growing awareness influence both variants of the initial readers' texts. The task of the teacher is to plan a methodological basis unifying the multiplicity of "students' texts" and "the teacher's text" to get "a group text" that includes all the discussed features. (Picture 1).

For effective developing IC the analyzed fiction as a means of teaching is considered within the following parameters: 1) volume; 2) age of the students; 3) conceptuality of the literary work; 5) motivation; 6) language fluency; 7) linguistic accessibility of the text. The teacher should have a clear idea of what students should understand after reading. The aim can vary from an introductory work to a thorough discussion of the extract. The difference lies in the result that crystallizes into a piece of knowledge, the shift in students' perception of the language, the story or even their view of the world. All these lie inside the boundaries of complete ignorance (before the text was presented) to acquired experience (after reading).

Picture 1. Understanding a text within specific criteria for developing IC.



We have developed the criteria for selecting a literary text for its interpreting with the students during a foreign language class:

1. The objective of reading is likely to become clear only after reading, especially at the beginners level to provide comprehension and introduce the students

into the process of analysis easier.

2. A short-story form is preferable, but it should be long enough to provide the word-usage frequency. It is also desirable for the extracts or stories to have a logical complete idea.

3. Polysemantic nature of a story or extract presupposes the variety of personal senses and desire to compare them to other people's ideas. The motivational potential of the piece helps to understand the practical value of the story, stimulates interest and prompts speaking.

4. The language criteria of selecting a literary piece for analysis is closely connected with the age and level of education as well as with the conceptual criteria. Understanding at every level should be based on somewhat intricate, but accessible. The implicit level of text should also be considered.

Trying to combine all the findings of developing IC through fiction texts for a literary analysis we designed a scheme that shows what variable and invariable factors influence a literary "group" text influenced by the didactic and goal-oriented criteria to develop students' IC (Picture 1).

Discussion

The amount of research devoted to developing IC is growing every day [21, 22, 23] and the process of forming IC in pedagogy is still under discussion in both theoretic and methodological aspects due to the lack of study of the relation between the process of developing the IC and the structure and content of the pedagogical interaction. Moreover, despite thorough and multiple research studying the essence and constituents of the IC [3; 24, 25, 26], the ways and conditions of its development, the problem of developing students' IC by means of the linguistics-related disciplines seems to be understudied in the course of pedagogical interaction.

Here we come across a contradiction: the society requires the professionals with a high level of IC, feeling confident in socio-cultural, cross-cultural environment, ready to communicate professionally with the representatives of other cultures on the one hand, and insufficient development of the educational approaches to this objective on the other. Authentic literature as a means of developing students' IC has almost unique opportunities and we just need a scientifically grounded system for practical application of this potential. Therefore we have made a step towards the problem of developing IC by means of the literary analysis in course of a foreign language study.

Conclusion

The author's intention was to discuss fiction as an endless resource for cultural information that could be applied while developing students' IC through a literary analysis and interpreting foreign literature. The article found the difference between teaching reading a foreign text as an activity and teaching interpretational reading to understand the background and implication of the literary text that would provide knowledge, skills, the system of values, reflection and positive attitude to the culture. The carefully chosen literary works are preferable for building IC than the adapted ones. Moreover, we found that the result of reading (for building IC) depends not only on the text and the reader but on the teacher immensely as he leads the readers to an improved "intercultural" understanding. Then we discussed the most important didactic criteria for selecting fiction for a foreign language class. The results of the study are visually presented in Picture 1.

Recommendations

The article can be useful for the explorers of intercultural and other culture-related competencies, to foreign language teachers and teachers of literature and linguistics as the results of the study are practically applicable in any language classroom and can help solving the actual problem of bringing up a personality for today's rapidly changing multinational world to communicate effectively in intercultural environment.

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Using The Technology Of Podcasting In Modern Foreign Language Teaching

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Abstract

The relevance of this problem under investigation due to the fact that modernization of the learning process is directly related to the introduction of innovative educational technologies using a variety of means. First, we should mention the possibility of a global network with unlimited Internet offers cutting-edge resources. The whole arsenal of innovative educational technologies is at the disposal of a foreign language teacher. It should be noted that information technology is developing at a breakneck pace, so teachers need to keep pace with the latest advances in order to use them in the foreign language classroom. Undoubtedly, the teacher must himself be able to use resources on the Internet and stimulate cognitive activity of students in this direction, as Internet technologies are helping to save time both in the classroom and during individual work of students. Of course, online dictionaries, encyclopedias and electronic search engines to help perform tasks much faster than traditional paper media. The purpose of this article is to understand the importance of this innovation in the language learning education. The main approach to the study of this problem is the study of the theoretical sources of educational and methodical literature on the subject. As a result, using podcast brings variety to the learning process, thereby increasing the motivation of students to study a foreign language. Students enthusiastically respond to the use of podcasting in the classroom method. This helps students to succeed in learning a foreign language, as if the material presented is of interest, it is stored and it is easier and faster.

Keywords: education, university education, language teaching, modern learning technology, podcasts, interaction, innovation.

Introduction

The 21st century has already introduced so many innovations into different spheres of human activity that the only thing a man can do now is to adapt to those changes which follow any progress. They cover all aspects of our life including work, leisure, interpersonal relations, education etc. One of them is the global informatization and computerization that influence our society in such a way that every person has to meet new requirements in order to keep up with the time. The leading method to the study of this problem is the study of the theoretical sources of educational and methodical literature on the subject. The main role in helping people to do it belongs to teachers who face now such challenges as to provide students with the knowledge appropriate to the new conditions and to use modern technologies in the educational process to solve the first task. So in this article we would like to focus on the second challenge relating to the language education and its effect on the development of University students' competences. At present, priority is given to foreign language teaching communicative, authentic communication, language learning in a cultural context, autonomy, and interactive learning. The use of Internet technologies in teaching foreign languages not only helps in the formation of speaking skills, but also in teaching vocabulary and grammar. One of the important principles of learning stated the principle of interactivity, which means the ability to communicate effectively in a spirit of cooperation. And that information technology is the best promote the realization of this principle. It plays a role not only new facilities but also new forms and methods of teaching, new approach to teaching that is associated

primarily with the mental operations of analysis, synthesis, abstraction, identification, comparison, comparison, verbal and semantic prediction.

Methodological Framework

The methodology of research approaches allows broadening understanding of the methodological concept and essence of using the podcasts in language learning, its advantages and features, the application in practice.

The leading method to the study of this problem is the study of the theoretical sources of educational and methodical literature on the subject.

Results

Today one of the important principles of learning stated the principle of interactivity, which means the ability to communicate effectively in a spirit of cooperation. And that information technology is the best promote the realization of this principle. Among the large number of innovative educational technologies we would like to dwell on one of them, called the technology of podcasting. The term "podcasting" has appeared due to the combination of two words «iPod» (English - Of mp3 player company Apple) and «broadcasting» (English - TV, broadcasting). The New Oxford Dictionary of American English podcasting is defined as a digital recording of broadcast or similar program, available on the Internet for downloading to a personal audio player [3]. However, to play podcasts iPod is not obligatory. Podcasting is the process of creating audio files or video files called podcasts and distributed free of charge on the Internet. The word "podcast" combines two English words - "iPod" and "broadcast" (radio). Required podcast can be downloaded to a computer or mobile phone in MP3 format. To find podcasts of interest subjects, please refer to the podcast directories that are on certain websites.

Service of podcasts allows students to listen and view posted on the Internet podcasts and to record and place on one of the servers their own podcasts on any topic. The most popular is the podcast server YouTube. On YouTube every registered user can post his or her video podcast, browse other podcasts posted on the service, as well as participate in discussing/ commenting podcasts in micro-blogs. With regard to educational podcasts available for free download, the most famous and popular directory is available at www.bbc.co.uk. The main value of these podcasts is their authenticity, making the learning process more effective. It is well known that fluency in a foreign language means, including the ability to understand authentic speech at the hearing, in response to the proposed communication situation. Thus, students can listen to the real voice of native speakers, which develops the skills of perception and understanding of foreign speech by ear and improves pronunciation skills. Working with the podcasts helps to get used to fluent English speech, immersing the student in a foreign language environment. Another advantage of the above-mentioned educational podcasts is to highlight the most relevant topics that perform along with educational and even educational function. Then, consider the opportunities offered by using the method of podcasts. Undoubtedly, this technique provides unlimited possibilities for all those wishing to improve their knowledge of a foreign language. Using podcasts carries the whole process of learning a completely new dimension, offering ample opportunities for creative realization of both teachers and their students. With podcasts, you can not only develop students' ability to perceive foreign language speech at the hearing, but also to form and develop phonetic skills grammatical skills and enrich their vocabulary and develop the skills monologue speech and writing. Thus, the teacher can solve various problems of training, resorting to the use of educational podcasts. Nowadays, much attention is paid to the formation in the intercultural competence of the students, which means students get acquainted with the regional geographic realities of the country of studied language that includes speech etiquette in real communication situations, cultures and traditions of the people living in the country of the target language. This task can easily cope technique of using podcasts as Internet Audio Texts easy to find on any subject, including cross-cultural and intercultural subjects. In this case, the main

advantage of the use of podcasts is to create the atmosphere of foreign language communication in class. Using podcast brings variety to the learning process, thereby increasing the motivation of students to study a foreign language. Students enthusiastically respond to the use of podcasting in the classroom method. This helps students to succeed in learning a foreign language, as if the material presented is of interest, it is stored and it is easier and faster.

Of course, teachers of foreign languages should be added to its piggy bank methodical innovative methods podcasts method. The teacher has the opportunity to sign up to receive fresh releases podcasts, select Podcasts suitable for the theme of the particular class, develop a task and use them in a foreign language class. There are podcasts already designed tasks, which significantly saves time teacher.

Discussions

A problem of interaction, cooperation has received considerable attention in the scientific literature. However, despite the rapid development of modern information environment in our country, the computerization of the growth of all sectors of the economy and the education system, private users computer equipment interfaced to the development of the Internet and the increasing number of its members may be noted that higher education in the use of modern information technologies currently lags behind the real possibilities and technologies are actively introduced in the education system abroad, primarily in the US and European countries. Bridging this gap is an urgent problem of pedagogical theory and practice, including in the field of higher education in Russia. Today, in a pedagogical science is widely considered the various aspects of the use of information technologies in educational process of high school. Conceptual and psychological-pedagogical bases of informatization of education system investigated by V.P. Bepal'ko, A.A. Verbitsky, B.S. Gershunskogo, V.V. Davydov, A.P. Ershov, E.I. Mashbitsa, E.S. Polat, S. Papert, N.F. Talyzina etc. [2, 6, 7]. Currently, the information resource is considered by researchers in the study of the characteristics and properties of information 6 educational, didactic computer environments (J.A. Vagramenko, A.A. Kuznetsov, I.V. Robert, A. Petrov and etc.). As part of the information approach, the functions and didactic potential of information educational resources. Podcast service has the following didactic properties:

- the possibility for placing on the Internet at the podcast service personal podcasts of the users;
- the possibility for creating the user's personal area at the podcast service (user's personal area is necessary for organizing a network discussion of podcast);
- the possibility for organizing a network discussion of a podcast in the user's personal area in the micro-blog;
- creation of user's personal area, its approval is carried out by the author of the podcast;
- placement of comments under the network discussion of a podcast is done chronologically;
- availability of a podcast for all registered users of the service. Didactic and methodological properties of a podcast service that must be considered when developing a method of teaching a foreign language through podcasts are presented in the Table 1 (based on the generalization of works by P.V. Sysoyev, M.N. Evstigneev, A.G. Solomatina) [12].

Conclusion

So, as it follows from the above material, the method of podcasting is effective because the subject is vast podcasts and creativity of the teacher, this method can be used at different stages of learning a foreign language. Podcasting teaches students to work independently on language, helping to overcome the language barrier. In addition, this method improves the quality of training of students at the same time

making the learning process interesting and informative. Also we can conclude that a podcast is a media vehicle, along with other resources, an essential technical means of learning a foreign language, which allows solving complex problems of foreign language education. Skills generated using podcasting technology, beyond the foreign language competence, even within the linguistic dimension. Internet develops social and psychological characteristics of students: their self-confidence and their ability to work in a team; It creates a favorable atmosphere for learning, speaking as a means to an interactive approach. In addition, the use of podcasts in the training demonstrates the mobility of the modern education system as a whole, its adaptive nature, i.e., timely adaptation to innovative technologies. Thus, the use of podcasts in learning the English language can solve a number of methodological problems, such as the formation of skills and abilities of understanding of foreign speech at the hearing, establish and improve hearing and pronunciation skills, expansion and enrichment of lexical dictionary, establish and improve grammatical skills.

Recommendations

The contents of this article may be useful in a wide range of professionals: teachers, teachers of vocational education institutions at various levels of educational psychologists to students of humanities and pedagogical skills masters, graduate students, as well as all those interested in the problem of the introduction of modern language teaching technologies in educational process.

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Designing Of Content Of The Bilingual Elective Course "Information And Communication Technologies (Ict)"

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Abstract

The article describes the results of the research work devoted to the designing of content of the bilingual elective course "Information and Communication Technologies" for high school students by means of Russian and English languages. According to the Concept of profile education at the senior stage of general education in the Russian school (2003) elective courses are associated with the satisfaction of individual educational interests, needs and inclinations of each student. Content and Language Integrated Learning (CLIL), that has become widespread in Europe, was taken as the bases of bilingual education. Thus, the use of a foreign language (English) along with the Russian language becomes a way of comprehending knowledge from different subject areas. The introduction of bilingual elective course by means of Russian and English languages allowed students to form additional linguistic and information competence. It was formed at a sufficiently high level in 35% of students during the first year of study and during the second year in 26% of students. Also, mathematical processing of the results of experimental work showed that for the first and second academic years CLIL had provided the necessary quality of knowledge and skills of students in the field of information and communication technologies and simultaneously had improved their knowledge and skills in English. The presented research work expands the theoretical views of the pedagogical science on the actual problems in the field of bilingual education, the solution of which will open new opportunities for the development of Russian education.

Keywords: bilingualism, bilingual education, information and communication technologies, Content and Language Integrated Learning (CLIL), linguistic and information competence, elective course

Introduction

The development of the theory and practice of bilingual education provides important impulses for an intensive innovative search in this direction in Russian schools. It is a question of deep comprehension and application of the most productive foreign ideas of bilingual education in similar socio cultural conditions and the use of the national historical and pedagogical experience of bilingual education in schools with the teaching of a number of subjects in foreign languages [1, 2].

The relevance of these ideas for Russia is linked to its desire to interact with the world community in solving global human problems, in implementing humanitarian projects and in other areas of international cooperation. Such interaction caused the emergence of a "language boom", which affected the status of a foreign language as an object, which makes it possible to take the advantages of an open society.

Usage of foreign language is a way to comprehend the world of special knowledge, to familiarize the culture of different peoples, to dialogue various cultures, which contributes to the comprehension by people of belonging not only to their country, a certain civilization, but also to the planetary cultural community, is of great importance for the modern Russian schools. However, teaching of a foreign

language as an academic subject in the school keeps remaining to be isolated from the subjects of the non-linguistic cycle. In this regard, one of the ideas laid down in the Federal State Educational Standard for Basic General Education (2010) is to use a foreign language as a means of obtaining information that would allow students to expand their knowledge in other subject areas and gain benefits in the course of socialization and adaptation in modern conditions. In our work, the possibilities of Content and Language Integrated Learning (CLIL) are revealed, when the content of the subject is the leading, while in other methods of teaching a foreign language the content of the academic discipline serves as an illustration of language structures studied [3].

Materials And Methods

As the subject area for bilingual education was chosen Informatics and Information and Communication Technologies (ICT). Why? The terminology, symbols, methods of studying are international. Our daily speech is supplemented by many anglicisms: Internet, website, blog, interface, account, etc. Many English words are used in professional slang: to google; software; user (a user), etc. In addition, for example, we use a keyboard that contains commands in English. To download a web page on the Internet, you need to write its address (URL) using the English keyboard layout. No matter how well the operating systems and software are adapted, there are often cases when a computer program generates a message in English. There are a large number of online programs with the English-language interface in the Internet.

Moreover, school Informatics and ICT subject curriculum can't include all the variety of information that make up the content of the actively developing area called Computer science.

We developed a questionnaire for high school students to determine student's usage of ICT in their daily lives and educational activities. The results are presented in Table 1.

Table 1 The results of the survey

Questions	Variants of answers	2009-2010	2010-2011
How often do you use the Internet?	Every day	55%	83%
	2-3 times a week	40%	12%
	Once a week	0	5%
	Very rarely	5%	0
Do you have an email address?	Yes	89%	92%
	No	11 %	8%
Did you use MS Power Point for presentations?	Yes	64 %	76%
	No	36 %	24%
What dictionaries do you use when translating unfamiliar English words?	Paper	87 %	80%
	Electronic	13 %	18%
	Online	5 %	2%
Did you work with the English		90% answered	95% answered

interface of the program?		negatively	negatively
Which operators of programming languages (in English) do you know?		13% could name several operators of the programming language	8% could name several operators of the programming language

While having conversations with the students, it was revealed a stereotype in relation to a foreign language as a general educational discipline that is taught at school "in a load" to important subjects, and the students lack on a clear idea of the demand of a foreign language in cognitive and educational activities. According to the results of a survey among students on what general subjects they could learn in English, it was revealed that preference is given to ICT, history and social studies.

According to the Concept of profile education at the senior stage of general education (2003) elective courses are associated with the satisfaction of individual educational interests, needs and inclinations of each student. Their introduction is aimed at the realization of the personality-oriented educational process. Therefore, we developed bilingual elective course "Information and communication technology (ICT)".

Bilingual education at school was based on general principles, as well as on the private principles of bilingual education, had developed by Salekhova L.L. [2], that in our case were adapted for ICT. But the main principle was CLIL [1, 4, 5, 6]. CLIL allows focusing on the content of the subject, while in other approaches of teaching a foreign language, the content of the academic discipline serves only as an illustration of the language structures studied.

As the guide for designing of the content of the elective course we used textbooks "Basic English for Computing" and "Oxford English for Information Technology" [7, 8]. They are basically cover key computing functions, and especially targeted on developing learners' competence in all four skills in language. For our elective course we developed special textbook, which includes exercises and tasks on main elective course modules [9].

The strategic (integrative) educational goal of teaching was the formation of student's additional linguistic and information competence (LIC). LIC is understood as the willingness and ability of students to use foreign language along with the Russian language to implement information activities (collecting, processing, storing, reflecting, replicating and transmitting any amounts of information in various forms using ICT tools) effectively [10].

Figure 1 shows the structure and criteria of the formation of student's LIC

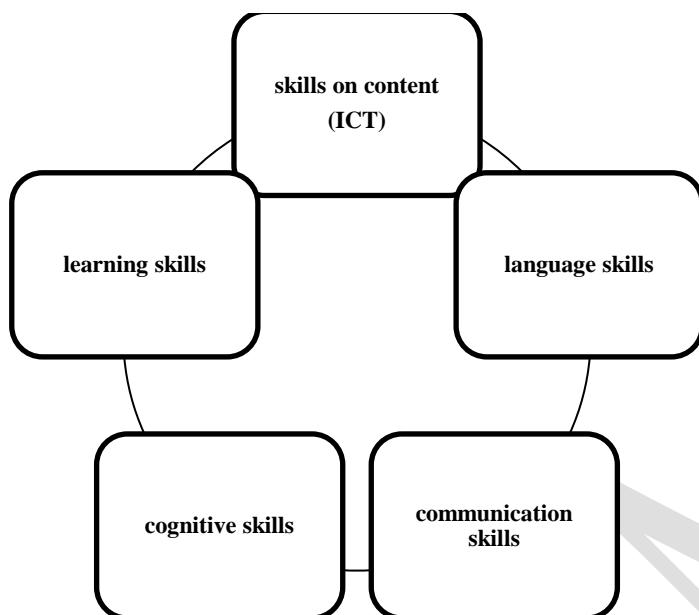


Figure 1 Structure and criteria of the formation of student's LIC

In accordance with the goal the main tasks were:

- to form student's knowledge on the subject in English and Russian languages, namely, the types and structure of computer equipment, skills in using software, etc.;
- to familiarize students with the widest possible range of ICT concepts and terms in English and Russian;
- to develop listening skills, reading skills (e.g. reading authentic texts with a general content coverage, with detailed understanding, understanding of specific information in English) etc.;
- to compare, present, express own opinions in English and Russian;
- to trace how CLIL contributes to the realization of the educational purpose of mastering subject knowledge, improves student's skills on English language and their personal development etc.

Such modules as types of computers, networks, The Internet, application software package (MS Office), career in IT and others were included to the content of the elective course. Themes were combined into blocks. Each module assumed the study of terms and concepts in English, the performance of oral and / or written tasks (exercises), as well as the making and performance of laboratory work (lab) / independent work.

Labs and independent works allowed students to master skills in solving practical problems. Students practiced definitions (terms and abbreviations) on the subject area, so that the content of the basic terms, connections and relations between them are assimilated. Both during preparation for classes and directly on lessons, students actively used bibliography, online and offline dictionaries for performing tasks. The last could be used both for direct work with them as for the information base of the course. Thus, the purpose of lab was to increase awareness of the main problems of EC, to form (improve) the skills of working with various sources of information, to transform information and present it in various forms (theses, plan, citation, etc.).

Tasks for independent work included work with recommended literature, solving proposed problems with subsequent analysis of solutions, analysis of their activities, etc.

There were carried out general lessons in the form of a test after studying block of topics. Test included checking of knowledge on concepts and terms on ICT in English, working with text or dictation, questions on the topics studied, and performing lab on ICT by means of Russian and English. For example, on the general lesson "MS Office" students had to complete the following tasks:

1. Translate terms / phrases from Russian into English or vs. For example: font, bold, database, search, condition, cell, formula, save, plus, multiply, divide, equal, to drag etc.
2. Answer questions online [11]:
3. Fill in the table, answering the questions.
4. Make a lab on PC (e.g. solve the problem using the main functions of the table processor; perform text formatting according to the sample etc.).

Specificity of making lab was that student had to solve the proposed tasks, primarily, analytically, and then formalize it in electronic form.

In the process of practical implementation of CLIL the most appropriate form of training, which harmoniously combines with the existing forms of organization of the educational process and corresponds to the tasks of personal developing education, was project works. The purpose of student's project work was to develop projects (individual or paired) on various topics of Informatics and ICT subject area. Working languages for developing the project were Russian and English. The presentation on project work was created using PowerPoint or Prezi software, and then performed orally by means of Russian and English languages. At the stage of project organization and planning, the teacher presented the compositional diagram of the project construction, requirements, structure. Note that during project work students closely interact on native and foreign languages (work with information, analyze of concepts, prepare speeches, etc.).

After studying the elective course students had to:

- know basic terms and concepts on subject on English and Russian,
- own computer skills that will be used in the future for mastering other disciplines,
- know and be able to use software,
- be able to represent their knowledge with the help of ICT and use these skills in preparing bilingual reports and speeches

Results

The educational experiment was carried out for five years (2008 - 2013) and included three stages: ascertaining, formative and controlling. Experimental work was aimed at the formation of student's LIC and analysis of obtained results. In total, 108 students participated in the experiment.

At the ascertaining stage of the pedagogical experiment, we revealed:

- 1) not a high level of knowledge of ICT and English in the experimental (EG) and control (CG) groups;

- 2) low level of ICT use in educational activities in EG and CG;
- 3) a misunderstanding of the relationship between ICT and English;
- 4) a positive attitude in using English for studying elective course;
- 5) the coincidence of the initial state of knowledge on ICT and the English language in EG and KG with a significance level of 0.05.

Based on the results obtained, the tasks of the formative stage were:

- 1) to implement ICT teaching by means of Russian and English;
- 2) to select, adapt and structure the educational material in accordance with the constantly increasing level of student's LIC;
- 3) to organize educational activities based on the extensive use of ICT;
- 4) to conduct ongoing monitoring of students' knowledge.

In order to characterize the quality of forming student's LIC, a general average score was established, formed from three averaged assessments for the performance of checking of knowledge on concepts and terms on ICT in English, bilingual lab on ICT, and bilingual project on ICT.

We had identified three levels of mastering LIC (low, medium and high). We had received that the LIC was formed at a rather high level in 35% of students in the first year of studying and in the second year of studying in 26% of students. Also, the mathematical processing of the results of experimental work had shown that for the first and second year of studying and for the first year of the second academic year, CLIL provided the necessary quality of knowledge and skills of students on ICT and simultaneously improved knowledge and skills of students on English. With the help of the Spearman correlation criterion, it was proved that there was a pronounced connection between the foreign language and information components of student's LIC [3].

In general, the research showed the reliability of the results. It was ensured for all of the indicated criteria by the representativeness of the samples and the rigor of the applied mathematical apparatus. Also, it was revealed a positive impact of CLIL on the personal qualities of students, such as the development of speech-thinking mechanisms, thinking, general educational skills, creativity, a sense of confidence in communication in a foreign language, etc.

Conclusion

The current stage of development of society, characterized by the tendencies towards globalization, stimulates the need for students to use the English language for information activities. Knowledge of ICT, a foreign language and the ability to use them make it possible to strengthen information exchanges based on free access to information, create conditions for equal access to quality education, and strengthen the capacity of communication tools on the basis of innovative projects that make it possible to realize students' potential most effectively.

Teaching of ICT using CLIL is becoming topical, as a result of which students develop a linguistic and information competence. In this regard, one of the most important components of the preparation of students of high school is the introduction of bilingual elective courses. Mathematical processing of the results of experimental work made it possible to establish the formation of the linguistic and information

competence of students in the experimental group without loss of quality of knowledge in Informatics and information and communication technologies.

Discussions

The overall results show the practical importance of the study. Research materials can be successfully used in the practical work of high school teachers, in institutions of secondary vocational education, in the system of training and professional retraining of educators.

It should be noted that great importance for the effective organization of bilingual education has the skill of the teacher to stimulate the motivation of students, as well as the development of their general educational skills. The process of differentiation of schools, profile education, bilingual medium of instructions present new requirements to the quality of the training of subject teachers, deeper knowledge of the subject and a foreign language, the best methodical training, which includes knowledge of a professionally-oriented foreign language. Currently, for subject teachers who are proficient in English and speak English at the level of B1, there is an opportunity to be trained in one of the Teaching Knowledge Test (CLIL) models that checks knowledge necessary for the teacher to teach one or more academic subjects by means of English language, as well as the ability to plan and conduct a lesson, use certain methods and types of educational activity during the lesson, and also control the mastery of the subject.

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Teaching Intercultural Communication to Would-be Translators

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Abstract

This paper describes the process of teaching Intercultural Communication to students would-be English-Russian translators (interpreters). After a brief review on the theory of Intercultural Communication Competence (ICC) the authors dwell upon the idea of distinguishing three levels in the process of shaping ICC (linguistic level, level of language mediation, behavioral level) also giving the list of disciplines this process is most closely related to. Emphasis is made upon the necessity of close collaboration of the teachers of these disciplines on teaching intercultural communication. The process of shaping the aforementioned competence on the language mediation and behavioral levels are given a very concise description, while as the linguistic level of it is described in details. The authors focus on teaching lexical and phraseological units with cultural information in their meaning with special attention on their introducing to students. The results of the experiment conducted by the authors highlight the importance of combining different methods of introducing these language units, among which applying pictures and videos demonstrating not only the meaning of linguistic units but also referring to their etymology are found the most effective.

Key words: Intercultural Communication Competence, linguistic level, level of language mediation, behavioral level.

Introduction

Active processes of globalization and interaction of people of different national and ethnic background make studying problems of intercultural communication more and more up-to-date. These problems have always been the center of attention of those who teach foreign languages and translation (interpretation). Usually it is scholars working in the field of methodology of teaching foreign languages and translation who make researches into the process of forming intercultural communication competence (ICC).

Most scholars among whom Cui & Van den Berg characterize ICC from three viewpoints: cognitive, affective and behavioural ones [1]. B.H. Spitzberg and W.R. Cupach [2] describe ICC as effective behavior suiting the given circumstances of communication.

According to L. Arasaratnam [3], a person competent in intercultural communication is the one who is capable of making communication a success, when it takes place under the obvious influence of difference of cultural backgrounds of interlocutors, which is also reflected in the way they use linguistic units [4]. ICC is vital when communicators are representatives of low contextual and high contextual cultures, to which English and Russian linguistic cultures refer, accordingly. As E. Hall claims [5], in high contextual culture many things are referred to as something obvious under the given circumstances, therefore they do not tend to describe in details each step of their business communication. Low contextual culture does not rely on the situation making anything clear, so it requires that everything be scrupulously revealed in the agreement or any other documents.

If several decades ago communication between representatives of different cultures took place quite infrequently and communicators were high-level officials, nowadays cooperation with foreign organizations can be routine even for small business. Therefore there is an ever increasing demand in the service of an interpreter with high level of ICC.

As “the knowledge about the world acquired empirically is processed through national worldview” [6, 36] of each participant of the communication process, for the success of intercultural business communication an interpreter should be competent not only as a language mediator, but also as a mediator of human relations. Being aware of the expectancies of each member of the negotiation process an interpreter should prepare them to be more flexible to reach mutual understanding.

Material and Methods

The material of this research includes the curricula and linguistic units taught to the students for the purposes of making them competent in intercultural communication. The curriculum for would-be translators is elaborated viewing the process of shaping ICC as the center of attention. We believe that shaping ICC requires the work on three different levels:

- on the linguistic level, i.e. shaping skills of recognizing and using culturally marked linguistic units or words and word combinations with some cultural information in their meaning, e.g. *kilt, it rains cats and dogs* etc.;
- on the level of language mediation, i.e. shaping skills of translating culturally marked linguistic units;
- on the behavioral level, i.e. shaping skills of effective intercultural communication based on good knowledge of the culture and specificities of the national character of English-speaking people.

Shaping ICC on the behavioral level takes place mainly in the classes of Intercultural communication theory, History of England and the USA while studying the peculiarities of the national character and the factors influencing its formation, traditions and customs of English-speaking people.

Shaping ICC on the level of language mediation presupposes studying the ways of translating culturally marked linguistic units of the native language into English and those of the English language into Russian. Moreover, the most frequent word collocations and set-expressions of the English language and methods of their translating into Russian are learnt. “Permanent adding up of cultural encyclopedic information from as many fields as possible” [7, 163] is seen as an integral part of the translator training process. This knowledge is acquired in the classes of Translation Theory, Translation in the sphere of business communication and Practical classes of translating from English into Russian (or from Russian into English).

As Translation theory is a descriptive discipline, before a student begins to translate himself he should be provided with necessary amount of good quality translation executed by professional translators to analyze. Firstly, these texts should include necessary number of typical linguistic units and syntactic structures making up difficulties in the process of translation; secondly, these translations should exemplify high professional level of translation task solving.

Shaping ICC on the linguistic level – learning linguistic units with some cultural information in their meaning or realia, e.g.: *acre, Wall Street, Crooked sixpence* – takes place in classes of English Lexicology, Phraseology etc. Familiarizing students with such linguistic units, their etymology should be paid deserved attention. It is usually related to some events from the history of the people speaking the language, their traditions, customs and everyday life. The aforementioned linguistic units denote unique objects or phenomena of material or spiritual culture, which cannot come across in other linguistic

cultures. Significant part of phraseological fund of any language can be referred to this category of linguistic units, especially if their etymology traces back to some historic event or tradition. Most of these words or phraseological units are first introduced to students in classes of History of England and the USA or English Phraseology, but skills of using them are shaped in Practical classes of English. That is why professors teaching these disciplines collaborate to be informed about the schedule of learning exact realia.

Since the current research deals with the process of teaching Translation and English as a foreign language, first of all, it applies major linguistic methods such as: method of component analysis, discourse analysis, semantic analysis; then, it applies experimental method to check validity of the hypothesis put forward; more over descriptive and statistic methods become the inherent part of our research.

Results

Methodology of teaching foreign languages includes realia to the group of units which are particularly difficult for learning [8]. Therefore teaching them one should take into consideration specificity of their denotational meaning. Though there exists the idea that “phraseological units are easy to memorize and pick up, more over, motivating for learners” [9, 161] mastering this part of language heritage demands methodically adequate work of the teacher. So we hypothesize that when introducing culturally marked linguistic units it is important to apply the visual image of the object or phenomena denoted by them in some cases it is urgent that the image should be dynamic, not static. As it is widely acclaimed, “emotional perception of educational material increases the effectiveness of training” [10, 1283].

Validity of the hypothesis was checked by an experiment held in classes of Practical course of English as a foreign language (EFL). Participants of the experiment are two groups of the first-year students with Upper Intermediate level of English. In one of the groups – key informants group – when introducing new words with cultural information in their meaning besides explaining their meaning pictures or a videos with the visual images of their denotates are applied; when introducing idioms also the image of the denotate of the prototypical word combination or information about the etymology of these idioms is provided. In the second group – focus group – these words and set-expressions were introduces only by explaining their meanings. Practice exercises taken in both the groups were the same. The vocabulary learnt during the term included the same 15 words and 18 set-expressions or idioms with cultural information in their meaning.

At the end of the term students were given a test in which the part of the sentence, graphically distinguished by italics, describing the meaning of one of the words or idioms mentioned above. So the test shows the skills of the students not just recognizing the linguistic units under analysis, but using them. It showed the following results:

Table 1. Group 1.

	boatal	brunch	egghead	cowboy	pop-art	dime	downtown	foodie	hedge	kilt	sovereign	geek	hot-dog	sequoia	rancho
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S1	+	+	-	+	+	+	+	+	-	+	+	+	+	-	-
S2	+	+	+	-	-	+	+	+	+	+	-	+	+	+	+
S3	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
S4	-	+	+	-	-	+	-	+	+	+	+	-	-	+	+
S5	-	+	+	+	+	-	+	+	+	+	+	+	+	+	+
S6	+	-	+	-	+	+	+	+	+	+	+	-	-	+	+
S7	+	+	-	-	+	+	+	+	+	+	+	+	+	+	+
S8	+	-	+	-	+	+	+	+	+	-	+	-	+	+	+
S9	+	+	+	-	+	-	+	+	+	+	+	+	+	-	-
S10	-	+	+	-	+	-	+	+	+	+	+	-	+	+	+
S11	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
S12	+	+	-	+	+	+	+	+	-	+	-	+	+	+	+

Table 2. Group 1.

Idioms	Bury the hatchet	Old as Adam	Downing street	New York finest	Pleased as Punch	Set the Thames on fire	Yellow rag	Cousin Betty	Discover America	From A to Z	Cat fight	Tired as a dog	Go Dutch	California blankets	Brother Jonathan	Punch line	Meet one's Waterloo	Drink like a fish
S1	-	+	-	-	-	+	+	-	+	+	+	+	-	-	-	-	+	+
S2	-	+	+	-	-	+	+	+	+	+	+	+	-	-	-	-	+	+
S3	+	+	+	+	+	+	-	+	+	+	+	+	+	-	+	+	+	+
S4	+	+	-	-	+	+	-	-	+	+	+	-	+	-	-	-	+	+
S5	+	+	+	-	+	+	-	-	+	+	+	+	-	-	+	-	-	-
S6	-	-	-	+	-	+	+	-	+	+	+	+	+	-	-	+	-	-

S7	-	-	-	-	-	-	-	-	+	+	+	-	+	-	-	+	+	-
S8	+	+	-	-	+	+	+	+	+	+	+	+	-	-	+	+	+	+
S9	+	+	+	-	-	+	+	-	+	+	+	+	-	-	-	-	+	-
S10	+	+	-	+	-	+	+	+	+	+	+	-	+	-	+	+	-	-
S11	-	+	+	-	+	-	+	-	+	+	+	+	+	+	-	+	+	+
S12	+	+	+	-	-	+	+	+	+	+	+	+	-	-	-	-	+	+

Table 3. Group 2.

	boatal	brunch	egghead	cowboy	pop-art	dime	downtown	foodie	hedge	kilt	sovereign	geek	hot-dog	sequoia	rancho
S1	-	+	-	+	+	-	-	-	+	+	+	-	+	+	+
S2	-	+	-	+	+	+	+	-	+	-	+	-	+	-	+
S3	+	-	+	+	+	-	-	+	-	-	-	+	-	+	-
S4	+	-	+	+	-	-	+	-	+	+	+	+	+	-	+
S5	+	+	+	+	+	-	-	-	+	-	-	-	+	-	+
S6	-	+	-	+	+	-	-	+	-	+	+	-	+	+	-
S7	-	-	-	+	+	-	+	-	+	-	-	+	+	-	+
S8	+	-	+	+	+	-	-	+	-	+	-	+	-	+	+
S9	-	+	+	+	-	-	-	+	+	-	-	-	+	+	-
S10	-	-	+	+	+	+	+	-	-	+	-	+	-	+	+
S11	+	+	-	+	+	-	-	+	+	-	-	+	+	-	+
S12	-	-	-	+	-	+	+	-	-	+	-	-	+	-	+

Table 4. Group 2.

Idioms	Bury the hatchet	Old as Adam	Downing street	New York finest	Pleased as Punch	Set the Thames on fire	Yellow rag	Cousin Betty	Discover America	From A to Z	Cat fight	Tired as a dog	Go Dutch	California blankets	Brother Jonathan	Punch line	Meet one's Waterloo	Drink like a fish
S1	+	-	+	-	-	+	+	+	+	+	+	+	-	-	-	-	+	+
S2	-	+	+	-	+	-	+	-	+	-	+	-	+	+	-	+	-	+
S3	+	+	-	+	-	+	+	+	-	+	-	+	+	-	+	-	+	+
S4	-	-	-	-	-	-	-	-	+	+	+	-	+	-	-	+	+	-
S5	-	+	+	-	+	-	+	-	-	+	-	+	-	+	-	+	-	+
S6	+	-	-	+	-	+	-	+	+	-	+	-	+	-	+	+	-	-
S7	-	+	+	-	+	-	+	-	+	-	+	-	-	+	-	+	+	+
S8	-	-	+	-	-	+	+	+	-	+	-	+	-	-	-	-	+	+
S9	-	+	-	+	+	-	-	-	+	-	+	+	-	-	+	+	-	-
S10	-	+	+	-	-	+	+	-	+	+	-	-	-	-	-	-	+	+
S11	+	-	+	-	+	-	-	-	-	-	+	-	+	-	+	-	+	-
S12	-	+	-	-	+	+	+	-	+	-	+	+	-	-	+	+	-	+

Discussion

As it is seen from the tables, in the first group 2 students demonstrated that they remembered and were able to use 100% of all words, 2 students – 86,6%, 3 students – 80%, 4 students – 73,3%, 1 student – 60%. Among students of the second group no students were able to use 100% of all words, 2 students used correctly 80% of all words, 4 students – 60%, 6 students – 35%.

As for the idioms or set-expressions, they have more complicated structure, remembering and being able to use them require more work. In the first group 1 student demonstrated that he had learned 89% of all the units introduced, 1 student – 78%, 1 – 72%, 2 – 67%, 1 – 61%, 3 – 55%, 1 – 50%, 1 – 44%, 1 – 33%. The second group had the following results: 1 student could use correctly 55% of all set-expressions; 5 students – 50%; 2 – 44,4%; 3 – 38,8%; 1 – 33%.

It should also be underscored that students remembered better those units when introducing which brighter images were applied. And visa versa, those introduced by less obvious and bright images were remembered by less students.

Here we give some examples of familiarizing students with culturally marked linguistic units.

Introducing the word *boatel* – 1) a waterside hotel equipped with docks to accommodate persons traveling by boat; 2) a boat or ship with sleeping accommodations that is used as a hotel – first we explain its meaning as it is given above, then the following picture is shown. In our opinion, it undoubtedly provides correct comprehension of the word meaning.



The *busboy* – a waiter's assistant; specifically: one who removes dirty dishes and resets tables in a restaurant was also introduced by the explanation of the meaning, which was followed by a video called «9 minutes in the life of a busboy» retrieved from URL: <https://www.youtube.com/watch?v=IzsJktw55J8>, demonstrating how a person working as a busboy does his professional duties. In this particular case a static image as a picture could hardly be enough for the students to comprehend the meaning of the word.

The next linguistic unit is an abbreviation, therefore first of all we decipher it *BYOB* – Acronym: *Bring Your Own Beer*. Then the interpretation of the meaning is given *A party where the alcohol is not provided*. Though these two means of introducing would be quite enough for comprehending the meaning, providing the following picture undoubtedly contributes to students' better memorizing it.



Even in these three examples given above the role of various means is different in introducing each of the linguistic units.

Some of the linguistic units discussed in this paper can be familiar to the students even from the school program, nevertheless it is important for students to know their etymology which is really important when dealing with phraseological units. As the knowledge of the direct meaning of the prototype or homonymous free word combination contributes to students' better remembering such linguistic units.

The phraseological unit *it rains cats and dogs* – *something that you say when it is raining very heavily* is given the definition first, then the following pictures are demonstrated, one of which also contains a text explaining the etymology of the linguistic unit alongside with the picture of the direct meaning of the prototype.



From 16th century England:
"Houses had thatched roofs-
thick straw-piled high, with no
wood underneath. It was the
only place for animals to get
warm, so all the cats and other
small animals (mice, bugs) lived
in the roof. When it rained it
became slippery and
sometimes the animals would
slip and fall off the
roof....Hence the saying."



Conclusion

Thus, our experiment witnesses that:

- 1) applying visual image of the meaning of culturally marked linguistic units proves to result in better comprehension and memorizing them by learners;
- 2) the choice of the exact means of introducing each linguistic unit depends on the specificity of its meaning;
- 3) for some linguistic units it is enough to demonstrate the static variant of the visual image (a picture) of its denotate, for others it is recommended to choose a dynamic variant of it (video).

Shaping the skills of using culturally marked linguistic units requires that the exercises should be creating necessary communicative situation. Recommended texts for these purposes are those taken from mass media, fiction works and extracts from movies. Texts taken from contemporary mass media are found suitable, because they describe authentic situations and express opinion of the members of English linguistic cultural surrounding. What concerns texts from literary works and extracts from movies, though being fiction they are created by talented people trying to make their works as close to the real life as possible.

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New Approaches To Teaching Dialogic Speech At The Senior Stage Of Education

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Abstract

Relevance of the problem stated in the article is related to selecting and mastering the use of new methods of teaching dialogic speech avoiding the use of formulas of speech aggression in English to Russian students. The article aims to identify new ways of developing dialogic skills of the students at the senior stage of learning the English language. The leading methods are analysis of scientific works, empirical and experimental data, method of involved observation, modeling and experimental method. The experimental method is aimed to search new means of teaching dialogic skills to higher school students. The article presents an attempt to use the text materials from newspapers and magazines in English for improving dialogic skills using in discussing the basic content of the text. The experiment has been conducted on the basis of Grade 11 of the secondary school in Kazan (Russia). In it two groups of 34 people participated. On comparing the percentage of the quality of the first lesson of the experiment (30 %) and the last one (95 %) it can be concluded that the students have achieved good results in dialogic speech avoiding the use of formulas of speech aggression with understanding of the core content of the texts from newspapers and magazines, despite the fact that they did not own these skills before.

Keywords: reading skills, dialogue, aggression, newspapers, magazines, methods, means, content, efficient learning.

Introduction

Currently newspaper has become an important way of delivering information. It is widely known that the literary text abounds in various language means, performing primarily an aesthetic function [1]. Therefore schools need to make sure that their graduates are capable of reading and discussing newspapers on both native and foreign languages. The main task of reading is to fix ability of learning to draw useful information from the readable text, impart the pupil taste to independent reading literature in a foreign language [2]. Properly selected method of teaching how to read sociopolitical literature (especially newspaper articles) is a key to the ideological and political education. It also revives students' interest to the foreign language and contributes to the development of speaking skills.

Teacher of foreign language must clearly see what speaking skill would be formed during classes [3]. In accordance with State Educational Standard on foreign languages, a school graduate should not only be able to read a foreign newspaper and extract useful information from it but also retell its content, analyze what he or she has just read and express his or her opinion about it. According to Russian scholars, the main purpose of learning a foreign language is the formation of communicative competence, that is, the willingness and ability to carry out cross-cultural communication in a foreign language with native speakers [4].

People easily perceive information they are provided by the media without thinking about the accuracy of the facts [5]. Newspaper in modern life is the most important means of transmitting information.

Therefore there is a task to teach high school graduates to read a newspaper, both in native and foreign languages.

The experiment was conducted on the basis of the secondary school in Russia (Kazan). Two groups of 16 students participated in the experiment. The purpose of the experiment is the identification of new methods and means of teaching dialogic speech avoiding the use of formulas of speech aggression in English to Russian students at the senior stage of foreign (English) language learning. During the experiment the attempt of using text materials from newspapers and magazines at the English lessons for the development of dialogic skills with understanding the basic content of the text was conducted. Newspaper articles were taken from different Internet sites [6].

Modern school textbooks do not provide a sufficient number of texts and exercises that promote fast and efficient learning to understand dialogic speech using formulas of speech aggression [7]. Relevance of the topic is related to selecting and mastering the new methods and means of teaching dialogic speech of the students.

Newspaper in modern life is the most important means of transmitting information. In everyone's life, it plays a huge role [8]. When studying the use of expressing verbal aggression in Western mass media the following newspapers were analyzed: The Washington Post, the New York Times (USA); The Guardian, BBC News, Independent (the UK); and others. Every day we are confronted with verbal aggression while reading newspapers or watching the news on TV because usually journalists cover in their reporting adverse events and incidents that cause the audience's negative emotions [9].

According to P. Sanderson [10], the newspapers are essential because they include texts of different kinds and styles of the language, which is not so easy to find in conventional sources and textbooks in English.

According to the author of the book "Self-Access" by Susan Sheering [11], all texts for extensive reading should be authentic, taken from pamphlets, newspapers, magazines, etc., regardless of the level of the development of students' skills.

Solnyshkina and Kiselnikov [12] consider that the problem of the complexity of the text, its readability is relevant in many areas: the creation of educational materials designed for various audiences, in the development of tests in foreign languages.

This is the main reason for many students up to intermediate and advanced levels not to have skills of working with the press.

Hypothesis of research

Our hypothesis is that the students will be able to achieve good results in reading with understanding the main content of the text, discuss the content of the article, understand the expressions of aggression and try to avoid them during their speaking exercises if they are given texts from newspapers and magazines at the lessons of the English language and communication task at the pre-text and post-text stages of reading.

In order to check our hypothesis we have conducted some research. At first we analyzed the educational situation in the group of students of Grade 11. Based on the analysis of the characteristic of the group, the curriculum and questionnaires we concluded that the students were interested in improving the English language speaking skills, but they faced a number of difficulties because it was their first experience.

Additionally it should be noted that the content of the textbooks used at the English lessons only partially has communicative orientation. They do not contain the formulas of verbal aggression, which are so often

found in the speech of native speakers, both in oral and in written form. The main task is to understand these words and avoid using them in their speech, so as not to sound rude and inappropriate.

Methods of study

Data has been collected by using the following groups of research methods: analysis, comparison, testing, questionnaires, interview, observation, modeling method, experimental work.

Methods of working with a newspaper at the lesson

Today foreign language proficiency in worldwide space is precondition for successful educational and professional activity, informal communication and cultural development [13]. At the beginning it is recommended to introduce students to the material which is familiar to them, such as texts about school life, studying, youth's everyday life, leisure time, politics, sports and cultural life [14]. During the study of new vocabulary, it is necessary to pay special attention to speech units containing crude informal vocabulary, to explain its meaning and origin.

At the early stages of working with a newspaper, it is teachers who decide which articles would be better for reading and discussion. These articles should be:

- 1) not too long (18-20 lines of a newspaper column);
- 2) thematically accessible and understandable on a lexical level;
- 3) interesting;
- 4) of current concern, full of sociopolitical and scientific information;
- 5) educative [15].

It has to be noted that dealing with newspaper is conducted at the level of a rehearsed speech. Finally a teacher is aimed to provide a talk exchange between students; lead the communication at the level of an unrehearsed speech.

Work on identification of formulas of speech aggression in a newspaper article is realized with the help of the teacher. The teacher should give the information about the aggressive vocabulary, which is often used in newspaper articles. Speech aggression is formulated as a rough, offensive, hurtful communication, a verbal expression of negative emotions, feelings or intentions in an unacceptable situation. There are several forms of expression of aggression in speech: insult, threat, rude demand, gross rejection, accusation, mockery. Aggression corresponds to negative emotions and attitudes. Verbal acts are characterized by assault, tension, but soft forms (irony, hint) can not be ruled out. Swearing has various forms: from "teasers" to insults. It is worth noting that they are negatively expressed, for example: rejection and the desire to hurt, humiliate.

Unprintable language is an integral part of the Russian language. No matter how one rejects this phenomenon, the fact is that nothing can be done with it. Recognition of "strong words" indicates that the foreigner has most adapted to life and communication in the country. This is an inseparable accessory of speech, which we use every day. Each person knows these words "in person", but not everyone uses them in his speech.

Also the same things are in the English-speaking countries, they also have their own profanity, of course, not as diverse as ours, but if you want to understand 100% of ordinary Americans or Britons, you do not need to say, you just need to know some obscene language in English.

Many foreigners may think that in English except "fuck", "shit" and "fucking shit" there are no other abusive words. But, in fact, all of the above words are the most common. The history of the English swear word "fuck" comes from the expression "For Unlawful Carnal Knowledge", which means "For the illegal knowledge of the flesh". In the Web's Largest Resource for Definitions and Translations we can find 13 definitions of the word "fuck"[16].

For example, in an expression such as: "- You are so fucking beautiful today! And it can be translated like this: "You're damn beautiful today!" The word "fuck" is one of the most rude expressions for representatives of other cultures.

For example, in a Russian speech environment for such a compliment, the girl would be offended. This is because the compliment could cause an aggressive state in the addressee of the speech, in this case, the girl who is the representative of another culture.

These words "fuck" and "shit" became almost literary Standard. But also it should be noted that the notions of profanity among Russians, Englishmen and Americans differ, but the difference is not significant and the English, unlike Americans, will slander comparatively rarely. Perhaps this is due to the specifics of their nature. The above abusive words are a counterbalance to a positive "cool" and "oh, boy". They express, respectively, negative emotions. As M. Goldenkov writes in his book "It's just that the English and Americans get away with this word at those moments when we say "damn it" [17].

As for students in the school, we believe that they need to know their "verbal enemies" in person. Teachers should teach students to differentiate informal speech and know what can be used in their speech and what not. Also, we should tell the students about such words, so that they can recognize them in a written form (in fiction or newspapers), when watching the movie in English, when talking with foreigners (because many now have the opportunity to travel abroad). That these words can help to recognize the status of the interlocutor (for example: the state of aggression). Teachers are obliged to explain that these are words that can not be used in their speech, and also help them to replace these words in later adulthood.

The experimental base of the study

The experiment was conducted during 2016-2017 years. The total number of participants was 34 students. Two teachers of the English language were involved in the experiment.

Results

We conducted 18 lessons aimed to developing speaking skills: sixteen ones were at the forming one and two lessons were at the control stage. At the first lesson after using the newspaper articles (the stating investigation phase) the results were not very good as only 30% of students were able to make up a dialogue after reading the article and 64% of students found it difficult or refused to answer at all.

After the second and third lessons the results improved but not too much. At the fourth lesson the students were offered the task in the format "Give the description of the main character of the article" and only 57% of students in the group coped with it. They got marks "4" and "5" for it.

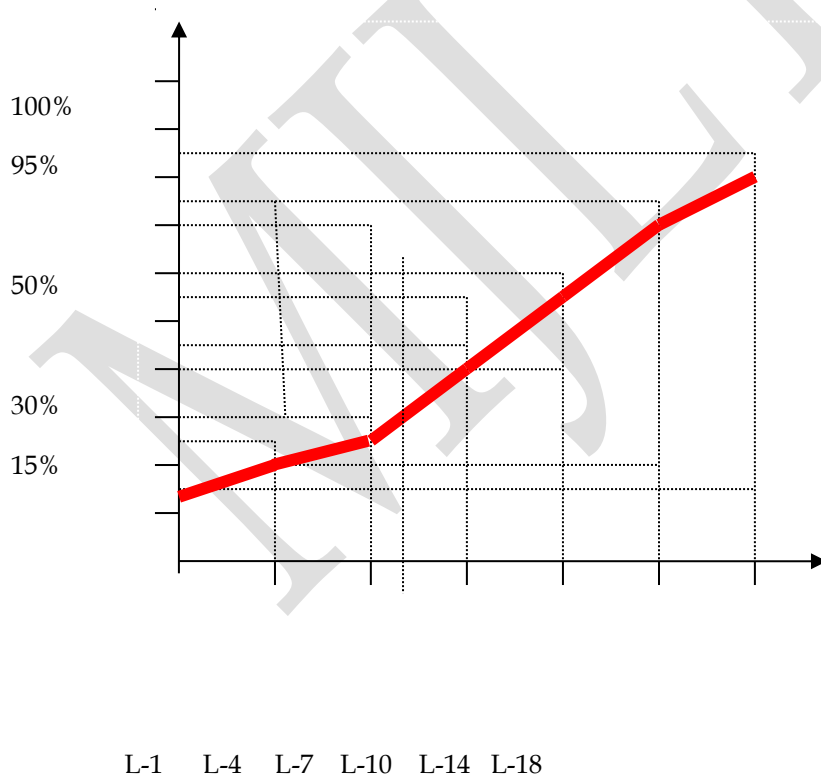
On the final stage the main goal was to teach pupils understanding, translating newspaper articles, finding the words with aggressive meaning, discussing and preparing short dialogues based on the newspaper material. The results on this stage surpassed all the expectations. 31 students were able to prepare a dialogue dedicated to the most important political events of the week in the life of foreign countries and to analyze cases of oral aggression in their conversation. The summaries did not contain words of aggression and expressions, the contents were logically arranged, all the most important facts

were mentioned, no grammar mistakes were made. Only 3 students did the task with some grammar mistakes. Their statements were short, but without distortion of information. The results of the final test were the following: 95% of the students coped with the task and only 5% received unsatisfactory marks.

We have reflected the process of development of speaking skills with understanding the words with aggressive meaning by the students of Grade 11 in the diagram that shows the progress in reading, understanding and making up the dialogue after the fifth lesson of using the newspaper material with the words of aggression. Comparing the percentage of the quality at the first lesson of the experiment (30%) and at the last one (95%) it can be concluded that our hypothesis has been confirmed and the students achieved good results in summarizing the main content of the texts from newspapers and magazines despite lack of previous skills.

Fig.1. Dynamics of students' results while working with newspaper articles

The aim of our study was development of speaking skills after reading with understanding of the main content of the students in Grade 11 at the English lessons using newspaper materials. Based on all what has been written above we may conclude that our assumption was confirmed, we achieved our goal of using the authentic text materials from the modern newspapers and magazines in English, adapting it, using various types of communicative tasks both at the pre-text and post-text stages of reading.



Conclusion

The research indicates necessity to find new, interesting and useful reading material to supplement the English textbooks, as there are no perfect textbooks. They have become outdated with the information they have. But newspapers and magazines are always relevant sources of information, reflecting the reality of the world around us.

Working with newspapers is a type of educational activity in which the student is "forced" to work hard getting knowledge on his own. This is the work with dictionaries, different sources of information, exercises and teacher assignments, preparation of the report, the composition of the story according to the plan, etc. The knowledge obtained independently is the most valuable and strong.

Recommendations

Research materials and results may be used by the teachers of foreign languages to develop and improve the speaking skills of the students using newspaper articles at the lessons.

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English-Russian Academic Discourses: Points Of Convergence And Divergence

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Abstract

For the successful integration into the global research community, currently dominated by the Anglophone academic discourse, one needs to be proficient in conventions adopted in the English speaking academic world. This study conducted in the framework of corpus-based linguistics identifies and examines common and distinctive characteristics of two corpora, one of which comprises the texts of Russian scholars published in English journals on the topic of neurolinguistics, and the second consists of articles on the same topic by researchers from Great Britain and the United States published in the leading English-language research journals.

The study revealed that the texts of Russian scholars published in English-language journals indexed in Scopus and Web of Science generally match major lexical and syntactic characteristics found in high-quality research papers written by scholars from Great Britain and the United States. However, a comparison of the frequency of words, their contextual usage, as well as differences in the use of the personal pronoun "I" and parenthetical, linking words and demonstrative pronouns used for sentence cohesion speak for the influence of culture and the native language on the academic writing of authors who publish in English but for whom English is not their mother tongue. The results of the study are of particular significance for individual researchers and translators, as well as for national non-Anglophone sciences aimed at active inclusion into the global scientific processes.

Keywords: academic discourse, academic writing, EFL, syntax, semantics, Anglophone discourse community.

Introduction

The processes of globalization and internationalization have affected the world of science involving more and more international scholars into the communication with their colleagues including communication via research journals. Yet, as the academic world is dominated by Anglophone discourse community [1], knowing and being able to use conventions of academic English writing, becomes of primary importance for EFL researchers and/or for translators who transform a manuscript written within a national academic discourse into a work that would be interesting and understandable to the leading professional communities, research journals and individual scholars.

Linguistic conventions of academic English writing involve the use of particular words, lexical units and syntactic structures appropriate for a given discipline and research methodology and applied in the research article. Generally speaking, in the academic written style all the language tools are aimed at creating an unbiased description of events and phenomenon. English academic texts bear following characteristics: 1) use of set phrases and clichés such as *the extent to which*, *as a result of*, *at the end of*, *it is possible to*; 2) use of parenthetical (linking) words of a more formal style, such as *furthermore*, *however*, *nonetheless*; 3) use of terms and words in their direct dictionary meanings; 4) quantitative predominance of nouns and adjectives over verbs; 5) omission of articles, particularly "the", in places where in other

texts it would be used mandatory; 6) use of a first person pronoun "I" for open expression of the author's presence (mostly in humanities and social sciences); 7) frequent use of passive constructions ; 8) the existence of a logical sequence of utterances and developed system of linking words to achieve text coherence and cohesion; 9) use of composite verbs (linking verb + noun); 10) prevalence of complex highly informative sentences [2-5]. EFL researchers and translators of Russian origin should also keep in mind tools of textual cohesion, particularly the fact that in Russian texts cohesion is often built by topic-comment articulation enabled by flexible Russian word order, which is less prominent in English with its rigid word order [6].

Potential authors of English-language publications regardless of their national affiliation and mother tongues must also adequately represent what could be called *the dominant scientific picture of the world*, formed by leading academic journals, usually Anglophone and often edited by British and/or U.S. professors and publishers. They determine topics, aspects and research methods of articles they publish, which in turn is directly reflected in the use of terms, phrases and expressions, i.e. in vocabulary. Therefore, a study of frequently used vocabulary can serve as a basis for analysis and comparison of texts written by different groups of researchers.

The main objective of this study is to analyze and identify common and distinctive characteristics of two corpora, one of which comprises the texts of Russian scholars published in English journals on the topic of neurolinguistics, and the second consists of articles on the same topic by researchers from Great Britain and the United States published in the leading English-language research journals. The hypothesis of the study was that English texts of research studies (original or translated) done by Russian authors may not conform to the lexical and syntactical parameters of English texts written by native English speakers due to the influence of the mother tongue (interference) or inadequate proficiency in Anglophone academic writing conventions.

METHODS

Textual data for the study comprises of two sets of texts: articles by scholars affiliated to the leading universities of the Russian Federation published in English language journals indexed in two major databases – *Scopus* and *Web of Science* (*Frontiers in Human Neuroscience*, *The Russian Journal of Cognitive Science*, *Psychology in Russia: State of the Art*, *Cortex*, *Journal of Neurolinguistics*, *Human Physiology*, *Neuropsychologia*, *Brain and Language*, *Aphasiology*, etc.), as well as articles by scholars from Great Britain and the US published in journals of leading publishing houses, such as Elsevier (*Journal of Neurolinguistics*, *Cortex*, *Journal of Human Services: Training, Research, and Practice*, *Brain and Language*, *Aphasiology*, *Developmental Cognitive Neuroscience*). Both corpora include articles on neurolinguistics published in 2014-2017. The study was conducted using methods of corpus linguistics on the basis of 24 articles of British and American authors (hereinafter refereed as C-eng), totaling 161,972 words and 27 articles of Russian researchers (hereinafter referred as C-rus) totaling 162,197 words.

RESULTS

The analysis of two corpora revealed a match of 11 lemmas (word families) in Top-20 most frequently used nominative words (Table 1), which speaks for the common vocabulary (i.e. research paradigms) used by both groups of authors – Russian scholars as well as those from Great Britain and the USA. The high frequency of the lemma "aphas" (*aphasia*, *aphasic*, *paraphasic*, *paraphasias*) could be explained by the fact that for many Russian neurolinguists aphasia (speech pathology) is the main focus of their research.

Table 1. Top-20 Frequently Used Lemmas in C-eng and C-rus.

C-eng		C-rus	
N	Lemma	N	Lemma
1629	word	1345	verb
832	language	1100	aphas
779	stud	1028	process
761	semantic	970	active
749	differ	912	stud
744	learn	780	word
738	phon	729	us(use)
737	us (use)	706	differ
734	speak	676	language
689	particip	671	effect
670	process	616	group
631	effect	610	particip
534	cogn	573	test
515	task	571	time
461	lexic	546	task
379	read	498	cogn
352	result	473	noun
345	eng	411	lexic
269	brain	431	number
259	find	395	analys

Major difference in frequency of matching top-20 lemmas is found in the lemma "word ": in C-eng it is used 849 times (52%) more often than in C-rus. Concordancing of this lemma showed no matches in contextual usage in two corpora. In C-eng one finds several collocations "*target word*" (Fig. 1), while in C-rus lemma "*word*" is often collocated with "*uses/used*" (Fig. 2). As there are no lexical violations in these collocations, the difference in usage should be attributed to the topic and aspects of the studies being under analysis.

Fig. 1. Collocations of lemma "word" in the C-eng.

lexical retrieval models.//Keywords//Aphasia; Anomia; Arabic
 Lexical retrieval; Syntax; Word grammar; Determiner; Noun
 is the inability to retrieve words after an injury to the language
 is spread to the target word's lemma node, at which the
 the syntax of the target word becomes available for grammatical
 environment for the target word. Information such as number
 allowing speakers to combine words to form sentences (e.g. Cleland
 of processing; semantic, word (lemma), and phoneme (phonology
 and phoneme (phonology). The [word layer] at which syntactic
 information of the target word is retrieved. This level is
 syntactic environment for the word in question (Dell et al.,
 the activation spreads to the word or syntactic level which mediates
 and in parallel in single word production. Caramazza (19
 representations and the word-form networks spreads simultaneously
 final phoneme of unavailable words during tip-of-the-tongue
 recognition of target words. This led the authors to
 other syntactic features of words are only accessed when produced
 to syntax can only occur when words are incorporated in a syntactic
 six patients in the treated words, but this did not uphold
 cues on word production in Maltese aphasia

Fig. 2. Collocations of lemma "word" in the C-rus.

activity efficiency.//KEYWORDS// Learning activity; mental
 numbers) and verbal (10 words with no contextual links
 and life in general.//KEYWORDS//Neuro-linguistic programming
 & Fond, 2014). In other words, by studying, for instance
 to the most frequently used words and predicates, with a view
 participles, and adverbs) are words that define the belonging
 predicates (polymodal) are words that do not reflect clearly
 when under stress, uses words that are mostly related to
 prone to guessing, uses words associated with auditory
 tasted, loves animals, uses words that describe feelings and
 school teachers.//KEYWORDS //Cognition, associative
 of thematically integrated words, but an art of the choice
 competence of use not all the words united on sense, but only
 relation "speaking - the wordworld". Communication will
 of the relations between words and surrounding reality,
 different real and nonce (nonword) verbs and to pluralize
 presented pairs of English words and nonce words, in particular
 of English words and nonce words, in particular, RV and IV
 regular and irregular real word trials in the connectivity
 them together and treating word category as the third factor

It is also important to note the overuse of collocation "cognitive process" in C-rus (Fig. 3). In C-eng native speakers when describing this phenomenon used such phrases as "cognitive mechanism", "cognitive performance", "cognitive task", for example, "... response associated with cognitive process." "... on the same domain general cognitive mechanisms that are engaged ...", "... brain function and cognitive performance," "... on some nonverbal cognitive tasks but poorer than ...". It seems that Russian authors (or translators) failed to use synonyms due to limited vocabulary, which speaks for the need to enrich authors' and/or translators' vocabulary to match the variety of words and collocations used by native speakers when describing the same phenomenon.

Fig. 3. Collocations with the Words "Cognitive" in C-rus.

between Mental States and Cognitive Processes in Academic
between mental states and cognitive processes are especially
well-grounded methods of the cognitive processes activation
of the mental states and the cognitive processes in the course
between states and cognitive processes. The article
of the mental states and the cognitive processes of a person
the mental states and the cognitive processes. They include
activity; mental states; cognitive processes; interaction
the mental states and the cognitive processes is necessary
the "basic load" falls at the cognitive processes development
concepts mental state and cognitive process allows to make
literature approves that the cognitive processes and the mental
. Strong interrelation of the cognitive processes and the emotional
emotional tinge of the cognitive processes as well as
the mental states and the cognitive processes (Mano and Brown
intensive study of the cognitive processes and the mental
the mental states and the cognitive processes with the aim
other hand reflection is a metacognitive process performing
the function of the cognitive processes regulation
the mental states and the cognitive processes (Prokhorov
of interrelation between a cognitive reflection and a mental
intensiveness) and the cognitive processes (efficiency
the mental states and the cognitive processes is associated
the mental states and the cognitive processes in learning
the mental states and the cognitive processes. In order to
the mental states and the cognitive processes in the course
states intensity and the cognitive processes productivity
the mental states and the cognitive processes there was introduced
parameters complies with the cognitive approach to the mental
as the principal index of the cognitive processes productiveness

Lists of top-20 frequently used adjectives in two corpora (Table 2) showed that 11 words coincide, which speaks in favor of Russian researchers and translators as their terminology apparatus corresponds the terminology used in reference articles of British and American researchers.

Table 2. Top 20 Frequently Used Adjectives in C-eng and C-rus.

<i>C-eng</i>		<i>C-rus</i>	
<i>N</i>	<i>Lemma</i>	<i>N</i>	<i>Lemma</i>
657	semantic	411	cognitive
362	lexical	322	lexical
359	phonological	284	different
256	cognitive	265	semantic
245	different	255	fluent
194	visual	225	greater
190	neural	223	significant
189	significant	212	syntactic
176	orthographic	191	temporal
145	syntactic	182	phonological
144	previous	172	instrumental
135	temporal	166	agrammatic
132	bilingual	156	non-fluent
128	native	155	mental
125	greater	154	previous
122	similar	140	frontal
119	grammatical	134	experimental
115	consistent	133	neural
112	individual	131	non-instrumental
111	high	124	visual

Despite the differences in the frequency of matched adjectives, concordancing showed similar usage of these words in the context of both corpora. For example, both groups of authors used collocations "semantic features", "semantic system", "semantic level", "semantic category", "visual cortex", "visual modality", "visual inspection", "neural correlates", "neural system", "neural networks", etc. This again speaks for close correlation of terminology and topics operated by Russian scholars and their colleagues in Great Britain and the USA.

The analysis and comparison of some syntactical features also showed similarities and difference in two corpora. Among major similarities is the use of passive constructions: both corpora showed active application of passive forms.

C-rus also revealed adequate usage of finite verb forms in constructions where in Russian indefinite-personal or impersonal verb forms would be used, such as in “как показано на примере...”, “в статье описывается, как...”, “из анализа следует, что...” (Fig.4).

Fig.4. Finite Verb Forms in C-rus.

processes. The article shows that reflexivity and personal and the emotional states shows personal prejudice manifested on the studied problem showed that the NLP technology at different age. This study showed that junior schoolchildren models of many geniuses who showed their talent in this or notice, sight, view, opinion, show, appear, see, survey, sight scanning patterns //Figure 1 shows keys of eye access as if was defined. Diagnostics showed the insufficient level of audience develops. Students showed that they understood the activity. Research has shown efficiency of the choice and purposeful work have shown that the formation level and self-knowledge. Students showed possession of cognitive complementary information showing how these areas are functionally complementary information showing how these segregated brain on one hand, adults were shown to use the most frequent in different conditions) showed that irregular trials were effects and, as we hope to show below, gain a deeper understanding these major differences shows that the observed regularity literature. Numerous studies show that this part of the basal As the discussion above shows, the source of this processing

One of the most exemplary illustrations of differences between C-rus and C-eng was found in the use of first-person pronouns “I” and “we”. While “we” were found in both corpora, no “I”s were located in C-rus as opposed to 58 instances of “I” in C-eng. This speaks for inability of Russian scholars and translators to adopt a convention currently quite often applied in articles in humanities and social sciences. This could be due to the fact that Russia is a collectivistic culture where “I” should be dissolved within common “we” [7].

In order to examine the usage of tools used to achieve coherence and cohesion in English texts, we compared frequency of parenthetical and linking words and demonstrative pronouns (Table 3).

Table 3. Frequency of Parenthetical and Linking Words and Demonstrative Pronouns in C-eng and C-rus.

Parenthetical and Linking Words and Demonstrative Pronouns	C-eng	C-rus
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<i>However</i>	213	191
<i>Moreover</i>	46	36
<i>Furthermore</i>	29	29
<i>In sum / To sum up</i>	8	14
<i>Thus</i>	132	143
<i>Therefore</i>	78	102
<i>In other words</i>	8	14
<i>Finally</i>	49	29
<i>This</i>	920	747
<i>These</i>	500	329
<i>Those</i>	116	67
TOTAL	2099	1701

Table 3 reveals that Russian authors or translators used indicated tools of cohesion to 19% (398 lexical units) less frequently than their colleagues from Great Britain and the US. Given that in Russian texts cohesion is often presented by means of topic-comment articulation thanks to flexible word order, our findings suggest that Russian authors were unable to compensate for the lack of active use of this tool when writing in English by using more parenthetical and linking words and demonstrative pronouns. This however requires further investigation to avoid oversimplification of the matter.

DISCUSSION

The study revealed that the texts of Russian scholars published in English-language journals indexed in *Scopus* and *Web of Science* generally match major lexical and syntactic characteristics found in high-quality research papers written by scholars from Great Britain and the United States. However, a comparison of the frequency of words, their contextual usage, as well as differences in the use of the personal pronoun "I" and parenthetical, linking words and demonstrative pronouns used for sentence cohesion speak for the influence of culture and the native language on the academic writing of authors who publish in English but for whom English is not their mother tongue. This confirms previous studies that demonstrated cultural variations in English academic writing done by non-native English speakers [1, 8-10].

The study results also show that Russian scholars are now going (in many cases quite successfully) through the process of "*secondary socialization*" [11, p.184] by developing new academic identity as global scholars. While the fairness of the imposition of the dominant Anglophone academic discourse conventions remains questionable [1], those willing to publish in leading research journals should learn and follow these rules and norms of academic writing.

CONCLUSION

The results of the study confirmed the hypothesis that English texts of research studies written by Russian scholars differ in their lexical and syntactical parameters from the texts written by native English speakers due to 1) interference of the Russian language and 2) the discrepancy between the scientific pictures of the world of researchers from different countries.

The results of this study are of particular significance for individual researchers and translators, as well as for national non-Anglophone sciences aimed at active inclusion into the global scientific processes.

Further comparative analysis of non-Anglophone and Anglophone academic discourse would be beneficial as the findings from larger sized corpora could be more illuminating of the phenomenon in question.

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MOJLTM

Cross-Linguistic Influence In Teaching English To Bilingual Students

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Abstract

The needs of teaching foreign languages increasingly require a scientific approach, namely the scientific study of the main typological features of native and foreign languages. To understand foreign speech and correctly express one's thoughts in a foreign language, one must have certain knowledge about the phonetic system, the basic phonetic phenomena, and laws of the given language. Insufficient mastering of pronunciation skills can cause many errors, which may lead to incorrect interpretation of the meanings of many words, which, naturally, will interfere with communication.

The article deals with linguistic as well as methodological aspects of preventing and overcoming cross-language influence while teaching English to bilingual students. The problem of linguistic influence or interference is manifested most brightly in bilingual audiences.

One can see how the native language affects foreign, and what mistakes, caused by the influence of the native language, students make studying English. The focus is on the phonetic level deviations since one of the main difficulties for students of English is mastery of the articulatory base structures of English pronunciation.

Key words: cross-linguistic, interference, language transfer, English as a foreign language (EFL), Tatar as the mother-tongue, phonetics

Introduction

Nowadays, the world becoming global, it has become more crucial than ever to prepare qualified multilingual specialists in different spheres of science. This preparation is impossible without taking into consideration positive and negative language influence, which occurs when students transfer items and structures that are not the same to the languages they study.

The research in the sphere of cross-linguistic influence is extensively underway. At the same time, many of its aspects are still insufficiently studied and lack experimental basis. It appears very difficult to distinguish between the psychological and linguistic aspects of speech, to deal with a great variety of language contacts.

The aim of this paper is to reveal the most typical mistakes made by bilingual students when pronouncing English words and indicate the ways to overcome them; and to contribute to building a more effective method of teaching English as a second or third foreign language.

The research paper is based on the fundamental works of linguists and phonetists in the sphere of general phonetics, from V.A. Bogoroditskiy and L.V. Tschërba to L.R. Zinder, R.I. Avanesov, L.V. Bondarko; works in the sphere of contrastive analysis of phonetic systems from V.D. Arakin and V.V. Vinogradov to

D.Kh. Bakeeva, R.E. Koulsharipova and others; works in the sphere of Tatar language and phonetics in particular, from V.A. Bogoroditskiy to M.Z. Zakiev, F.S. Safiullina and Kh.Kh. Salimov. We cannot but mention foreign researches also, such as Uriel Weinreich, Noam Chomsky, David Crystal and others.

Methodology

The aims and goals, as well as the research material and the general direction of the work determined the use of the following research methods: a) descriptive, presupposing sequential description of the vowels and consonants of Tatar and English according to their articulatory and acoustic characteristics; b) classifying, making it possible to divide sounds into certain groups depending on their characteristic features; c) contrastive, involving a sequential analysis of the sound systems of both languages, by means of their juxtaposition. Methods of comparative historical and functional analysis of the phenomena being investigated and the method of observation are also applied in the work.

Results

In this paper, English pronunciation of bilingual students is considered. The students of the Republic of Tatarstan with native Tatar language, second – Russian and English as a foreign language, develop an accent because of the differences in the articulatory base. To minimize it and to prevent pronunciation errors, it is necessary to use conscious approach to learning English phonetics. Following D.Kh. Bakeeva, we adhere to the same methodological guidelines: 1) identification of physiological data (articulation of English and Tatar sounds); 2) use of training exercises to create the correct pronunciation of English sounds; 3) automation of pronunciation skills and intonation patterns of foreign language [1].

The language is considered by the authors as a socio-historic phenomenon reflecting social events and the structure of the society [2].

The main distinctive features of articulatory bases are: a) the intensity of the lips muscles when pronouncing English sounds is stronger than when pronouncing Tatar; b) the intensity of the tongue muscles when pronouncing English obstruent sounds is also stronger than when pronouncing corresponding Tatar sounds; c) English voiced consonants at the end of the words mainly remain voiced (depending on the preceding consonant and sound combinations), while in Tatar they become devoiced; d) in English there exist no pairs of hard and soft consonants, but in Tatar they exist; e) the phenomenon of vowel harmony exists only in Tatar; f) the combination of two or more consonants at the junction of syllables is characteristic to English, but not to Tatar, which is the reason of Tatars inserting vowel sounds [e], [ə] between the consonants; g) there is big difference in prosody (stress and intonation) and unstressed vowels reduction in English and Tatar.

The comparative analysis of the sound system of the Tatar and English languages made it possible to reveal similarities and differences in the pronunciation system of contacting languages. We have specified that in Russian, Tatar and English languages there are phonetic phenomena:

- which are characteristic of all three languages: [b-b], [s-s], [f-f], [k-k], [l-l], [j-j], [m-m], [n-n], [v-v], [z-z], [sh-ʃ] almost do not differ in pronunciation;

- phonetic phenomena that are characteristic of these languages, but have their own peculiarities: [d-d], [ʒ-dz], [p-r], [t-tʃ];

- phonetic phenomena that are characteristic of the Tatar and English languages but not of Russian: [ə-æ], [w-w], [ʒ-ʒ], [h-h], [ə-ə:], [t-tʃ].

Observing both Tatar- and Russian-speaking students, we can say that it is sometimes easier for those whose mother tongue is Tatar to master English pronunciation. The results of the research have

convinced us that Russian students confuse the sounds of the non-native language [æ], [w], [h], [ŋ], [z] with the similar native [e] [v], [h], [n], etc. which shows once again that interfering influence of the students' native language plays an important role in the perception of words, phrases and sentences.

Discussion

With the development of society, the knowledge of several languages becomes not only prestigious, but more and more vital. English occupies an important place in people's lives. And if previously it was just a foreign language, now it's an international language. As a result, a large number of people want to learn to speak, read and write English. However, at least half of the world population is bilingual [3]. That is why, teaching English, we must take into account the peculiarities of the learner's first language, as it is a well-known fact that linguistic interference appears where two or more languages contact. It always manifests itself in different levels of the language when we deal with bilingualism or multilingualism.

Russian Federation, being a multinational country, has a great number of regions where people are bilingual, such as the republics of Altai, Bashkortostan, Tatarstan, Chuvashia, the Sakha republic (Yakutia) and others. Being bilingual means that a person has an equally good command of two different languages, speaks two languages equally well. Bilinguals use two different language systems to mediate not only their intra-personal (relation with oneself) but also their extra-personal (relations with others) life. Potential differences may be anticipated [4]. In fact, in most cases one language is dominant, and this dominance may be different for listening and speaking or for reading and writing. The term balanced bilingualism is used to describe individuals who possess about the same fluency in two languages, while semilingualism refers to those who have deficiencies in both languages compared with monolinguals. These deficiencies could be in a reduced vocabulary, incorrect grammatical patterns, difficulty thinking or expressing emotions in one of the languages, etc. Few people are truly balanced bilinguals in both languages in all situations [5].

Talking about cross-linguistic influence and linguistic interference one should begin with the definitions of the phenomena. Linguistic interference (derived from Latin *inter* - between and *ferio* - touch, hit) is an interaction of the language systems in the bilingual surroundings. The works of foreign authors give us different interpretations of the term "interference". Thus, E. Haugen defines interference as linguistic interweaving, in which the linguistic unit appears to be an element of two systems. Diebold sees interference as "language change, which is the result of the two languages contact," for Ch. Hockett, interference is "the individual effect of borrowing" [6].

Interference may be viewed as the transference of elements of one language to another at various levels including phonological, grammatical, lexical and orthographical (Berthold, Mangubhai & Batorowicz, 1997). Berthold et al (1997) define phonological interference as items including foreign accent such as stress, rhyme, intonation and speech sounds from the first language influencing the second [cited from: 7].

U. Weinreich in his work "Languages in contact" sees interference as "instances of deviation from the norms of either language which occur in the speech of bilinguals as a result of their familiarity with more than one language, i.e., as a result of language contact" [8]. In our opinion, this definition most fully reveals the essence of the phenomenon.

Communicating in the foreign language, an individual uses his skills of speech in the native language. Sometimes these skills help, but in other cases they lead to mistakes. The closer the two languages are, the more a person relies on his native language while speaking a foreign language.

Linguistic interference may be positive or negative. Positive transfer happens when the speaker produces correct structures in the second language because they are just the same in his own native language.

However, positive transfer is usually not paid much attention to. It is negative transfer – the result of transferring items and structures that are not the same in both languages – that is discussed. Negative transfer becomes even stronger when the person studying English is bilingual. The mistakes in the speech in the first foreign language or the second foreign language, caused by the use of the native language means, are the display of the linguistic interference [9]. Students learning a second foreign language most often use structures and forms according to the norms of the first foreign language, and sometimes – of their mother tongue. They use the comparison and contrasting between two foreign languages in the same way they previously did it for phonetic, lexical and grammatical phenomena in their native and first foreign languages [10].

At the same time, we must remember that manifestation of the linguistic interference also depends on how well the students mastered their first or second foreign language, as obviously, errors in one language add to errors in another. This is particularly true in relation to phonetic peculiarities, as if the speaker does not master the peculiarities, he will have a foreign accent. As Zhluktenko noticed, every attempt to pronounce the word in a foreign language requires a certain reconstruction of the articulatory habits. Under the conditions of permanent foreign language surroundings, the bilinguals have to learn the articulation of completely new sounds and acquire new intonation models. More than that, bilinguals must have two parallel complexes of articulation habits ready at any time, and learn to switch quickly from one to another. Otherwise, there will appear deviations from the phonetic forms [11].

As an example of negative phonetic interference we would like to describe the following phenomena. In Tatar there is no opposition of phonemes according to their hardness – softness. For that reason Tatar students do not differentiate hardness and softness as relevant features of consonants in Russian. For example: «бить» bit' (instead of бит bit), «мяль» myal' (instead of мял myal), «ходить» hodil' (instead of ходил hodil), «шалфей» shal'fei (instead of шалфей shalfei), «Людмила» Lyud'mila (instead of Людмила Lyudmila).

Sibilants [ch] and [shch] are assimilated by the Tatar language through Russian borrowings and can be met only in borrowed words. In indigenous Tatar words only the sound [sh] is found. This is the reason for Tatar students using their usual [sh] instead of [ch] and [shch]. For example: «шукa» shuka (instead of шука schuka), «плошадь» ploshad' (instead of площадь ploschad'), «плаш» plash (instead of плащ plashch), «враш» vrash (instead of врач vrach), «шасы» shasy (instead of часы chasy) and so on. The same thing can be seen when pronouncing the sound [ts], which is also not typical for the Tatar language. Students often pronounce [s] instead of [ts]: «сирк» sirk (instead of цирк tsirk), «стансия» stansiya (instead of станция stantsiya), «огурец» ogures (instead of огурец ogurets).

More than that, articulation of the English sounds is not characteristic for Russian speaking population also. As an example we would like to describe the peculiarities of the English articulatory patterns in comparison with the Russian ones according to Vereninova Zh.B. [12]:

English:

- lips are stretched and tightly pressed to the teeth;
- the tip of the tongue is parted from the teeth, slightly raised and positioned across from alveoli (not touching them);
- the tongue lies flatly, touching the lower teeth with its sides;
- the soft palate is raised (like when you are yawning).

Russian:

- the lips are rounded and stay apart from the teeth;
- the tip of the tongue is put forward and touches the teeth, it actually rests on the teeth;
- the middle-front and back part of the tongue are slightly raised.

It would be unfair not to mention the examples of the positive transfer on the phonetic level. Some English sounds are more easily mastered by Tatar learners of English than by Russian ones. The sound [æ] (ə) exists both in Tatar and English languages, but not in Russian. Consequently, it does not present any difficulty for Tatar students to produce just the correct sound. For example: әни [æni]- “mother”, әти [æti] - “father”, мәктәп [mæktæp] - “school”.

One more example is presented by the sound [н] - [ŋ], which is very similar in Tatar and in English, but does not exist in Russian: яңа [yaŋa] - “new”, зәңгәр [zæŋgær] - “blue”, бәрәңге [bæræŋge] - “potatoes”.

Conclusions

The process of mastering the English language by bilinguals causes many difficulties. First, as we have found out, the articulation of the vowels of the English language presents a certain phonetic difficulty. Secondly, many errors are consequences of assimilation of the native language. Therefore, while teaching English to bilinguals, the peculiarities of the native language should be taken into account. Comparison of vowel and consonant sounds articulation, peculiar features of their pronunciation and modifications in speech made it possible to highlight the common and distinctive, on the basis of which one can identify errors occurring in the pronunciation of the sounds of the languages compared and develop an exercise system for their preventing.

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Derivational paradigmatics in Russian language: linguistic and methodical aspects

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Abstract

The subject of the study is the word-forming paradigms as special forms of intrasystem organization for derived words, as well as the main types of paradigmatic relations in the word-formation system of Russian language from the point of view of their linguistic-methodological relevance. The aim of the work is to prove that the presentation of word-forming laws and mechanisms, as well as all types of word-formative paradigmatics for related and unrelated words during the Russian language classes is an effective and an optimal way for student vocabulary expansion and activation. The theoretical and applied nature of the research is provided by the application of various methods, the main of which are analytical-descriptive and functional-communicative one.

Results. It was established that the mastering of communicatively appropriate skill use of Russian word-formative means in speech practice requires that the derived lexical units and their morphemic structure should be interpreted not formally and not in isolation, but in close relationship with other words.

During the process of linguistic competence development, different kinds of lexical unit paradigmatic relationships come into view of students: the relations of synonymy, antonymy, homonymy and paronymy.

It was established that the description of specific word-formation paradigms is one of the ways to understand the systemic organization of the word-formation level of the language, the structural-semantic complexity of derivative words and the complex units of word-formation, and also the specifics of linguistic nomination process in the minds of a particular people. Conclusion. The results of the study show that a consistent and a systematic methodological work on the study of Russian language derivational paradigmatics contributes to the development of necessary speech skills and communicative strategies among foreign students and to the active development of lexical knowledge.

Keywords: Russian language, paradigmatic relations, synonyms, antonyms, homonyms, paronyms, derivational paradigm, linguistic didactics.

Introduction

The sphere of the term "paradigm" use in modern linguistics is very broad: this concept is actively and fruitfully used in the description of phonetic, lexical, derivational, morphological and syntactic levels of language. The multiplicity of verbal paradigms, a wide range of their variations, the problem of typology, the specificity of such areas of the linguistic structure as word-change and form-building, suggest a constant extension of this term [Corbett 2010], [Lieber 2014].

As a unit of derived word structural and semantic relationship description, the word-forming paradigm provides ample opportunities for intralinguistic and interlanguage analysis. So from the end of the twentieth century this concept became firmly embedded in modern derivatology, see, for example, [Pounder 2011], [Antoniová, Štekauer 2015].

The subject of our research is represented by word-forming paradigms as special forms of derived word intrasystem organization, as well as the main types of paradigmatic relations in the word-formation system of Russian language from the point of view of their linguistic-methodological relevance.

The current stage in the development of Russian teaching methodology as a foreign language or as a non-native language, for example, for migrants [Rakhimova, Yusupova 2016: 316], is characterized by the development and implementation of a communicative-oriented and competence-based approach to the learning process. They contribute to the development of effective thinking strategies for students in the process of the language mastering. Considering that 90% of Russian words are derived ones, a teacher of Russian as a foreign language should pay a special attention to the typological features of Russian language word-formation system and its "linguistic cultural potential" [Sadrieva, Erofeeva 2016: 206]. The awareness of paradigmatic relations between derived words, their formal-semantic links plays an important role in the subsequent semantization of new vocabulary. At that, the number of words to be memorized is significantly reduced.

The aim of the work is to prove that the presentation of word-forming laws and mechanisms, as well as all types of word-formative paradigmatics concerning related and unrelated words during Russian language classes is an effective and an optimal way to expand and activate the vocabulary of students.

Materials and methods. The theoretical and applied nature of research is provided by the use of various methods, the main of which are analytical-descriptive and functional-communicative one. The presentation of derivative groups entering into paradigmatic relations is carried out by didactic-methodical methods, which include word-formation analysis and synthesis, generalization, opposition and systematization.

Results and discussion

As a rule, there are two main types of relations in the system of natural language word-formation: syntagmatic and paradigmatic ones. Syntagmatic relations are subject to the logical principle of conjunctions and are directly represented in the word-forming structure. They can be called linear ones, i.e. "horizontal", since this type of relationship combines the word-formation base and the formant in one syntagma within a derived word. In particular, the derivational syntagma is developed by root and affixing morphemes - prefixes, suffixes, postfixes, interfixes: raz/grupp/ir/ova/t'/sya, par/o/khod/stv/o. In natural languages their set varies [Word-Formation 2015].

Paradigmatic relations (they can be called conditionally "vertical" ones) are revealed on the basis of exclusive disjunction logical principle. Being associative in nature, they are the relations of derived words with one-root and different roots and therefore they are not observed within one syntagma.

1. The interword paradigmatics (synonymous, antonymic, homonymous and paronymic relations of lexical units), being a traditional object of lexicology, is reflected in the word-formation system of the language. They are methodologically relevant for the practice of teaching Russian as a foreign language.

Word-forming synonyms are single-root derived words that have the same or similar derivational meaning, which is expressed in them by the means of various affixes (prefixes or suffixes): vy/dumyvat' - pri/dumyvat'; iz/muchit'sya - na/muchit'sya - za/muchit'sya; na/risovat' - za/risovat'; v/talkivat' - za/talkivat' - pro/talkivat'; volch/ikh/a - volch/its/a; proyektirova/niye - proyektirov/k/a.

Word-forming antonyms are single-root derived words whose opposite meaning is expressed by the means of affixes: nad/zemnyy - pod/zemnyy; nedo/solit' - pere/solit'; pri/yezhat' - u/yezhat'; pri/liv - ot/liv; ras/tsvetat' - ot/tsvetat'; odno/obraznyy - razno/obraznyy.

A particular difficulty for Russian language mastering is represented by such a type of paradigmatics as homonymy. Word-forming homonyms are single-root derived words whose formal identity is conditioned by affix homonymy or polysemy, for example: dozhdev/ik - 'waterproof raincoat' and dozhdev/ik - 'mushroom'; za/dut' - 'start to blow' and za/dut' - to extinguish: blow out a candle, a flame; chasovoy - (from the noun "chas") lasting an hour: chasovoy pereryv and chas/ov/oy (from chasy) - relating to some clock: chasovoy mechanism; see also "chasovoy" - an armed guard: change a sentry.

The sphere of lexical-word-formation paradigmatics also includes paronyms - the words with different meanings, similar in pronunciation, lexical-grammatical affiliation and by the kinship of roots, the similarity of sounding of which leads to their confusion in speech. For example: "ekspozitsiya" - an item exhibited in a museum or at exhibition: a new museum exhibit and an "ekspozitsiya" - an entity or an organization that provides an exhibit: a well-known and respected exhibitor'; melodramaticheskaya - related to a melodrama as a dramatic genre, peculiar to it: a melodramatic plot and melodramaticheskaya - containing melodrama elements, unnatural, sensitive: melodramatic finale, melodramatic encounter'; reshimost' - courage, readiness to accept and implement an own decision: firm resolve and reshimost' - "vigor, categorical nature, definiteness: determination of actions. Paronymic correlations testify, on the one hand, to their semantic correlation and to the differences in lexical compatibility and usage, on the other hand.

Consistent and systematic work enriching the vocabulary of students on the basis of derived word paradigmatic relation consideration will help to make the mastering of new vocabulary more effective.

2. Paradigmatic relations underlie the complex units of word formation: a particular word-forming paradigm, a word-forming chain and a word-building nest. All of them are the abstract classes of derived words, united, first of all, on the basis of one root.

Each of the complex word formation units demonstrates its own type of paradigmatic relationship. For example, the relations of sequential production, forming a word-building chain stand out among them: pisat' → za/pisat' → zapis/yva/t' → zapisyva/yushch/iy → zvuk/o/zapisyvayushchiy.

A special interest for our study is represented by the relations of coderivation (equal derivation), which form the word-formation paradigm. A word-forming paradigm in linguistics is usually understood as a set of derivatives of the same production basis and located on the same derivation step, for example: hitat' → chitat'/sya, cht/yeniye, chita/tel', cht/yets, chita/l/k/a, chita/yem/yy, chita/yushch/iy, do/chitat', vy/chitat', v/chitat'/sya, za/chitat', nedo/chitat', pere/chitat', po/chitat', pro/chitat', etc.

As for the word-building nest, which is understood as the "ordered set of derivative words characterized by a common root" [Tikhonov 1985: 36], it demonstrates a special type of systemic relations - hierarchical ones, because it is the intersection of word-formation paradigms and word-building chains.

Let us now consider the word-forming paradigm in the traditional understanding for synchronous word-formation: "the aggregate of all directly derived words of a given derivative" (Tikhonov 1985: 41). As a rule, a word-formation nest can include several specific word-formation paradigms located at different stages of derivation - the first, the second, the third one, etc. In this case, the word-formation paradigm is a "set of single-root words" with identical motivators and different formants [Štekauer 2014: 355]. The concept of the word-forming paradigm has a lexical orientation, i.e. all the members of the paradigm contain general semantics transferred to them by a producing word. This is a kind of basis, a starting point for intra- and interlanguage analysis of specific word-building paradigms.

It is established in our study that the lexical composition of a particular word-forming paradigm allows students to focus on formal and semantic changes in the words participating in a word formation act, to

reveal the word-formative and form-building functions of affix elements, to designate their role in the development of a derived word semantics.

Thus, the following word-forming paradigm is directly formed from the noun "vlaga" in Russian language using prefixation, suffixation, confixation, and word-formation: vlazh/n/yy, u/vlazhn/it', vlag/o/yomkiy, vlag/o/lyubivyy, vlag/o/mer, vlag/o/obespechenny, vlag/o/borot, vlag/o/otdacha, vlag/o/stoykiy, pyl/ye/vlag/o/zashchitnyy, etc. It should be noted that in this case, the majority of its constituent lexical units are special terms. Other words are formed from the adjective vlazhny on the second derivation step: vlazhn/o, vlazh/ost', vlazhn/ye/t', u/vlazhn/i/t'. In its turn, the verb uvlazhnit' serves as a motivating basis for the co-derivatives, forming the verbal word-forming paradigm in aggregate: uvlazhnit'/sya, uvlazhn/ya/t', uvlazhn/yeniye, uvlazhni/tel', uvlazhn/yenn/yy, pere/uvlazhnit'. For comparison, as an example, let's provide the word-forming paradigm from the adjective syroy: syr/ovat/yy, syr/o, syr/yets, syr'/yo, syr/ye/t', syr/o/yez/k/a, syr/o/kopchenyy, polu/syroy, etc. The discovered derivatives syrye / syrets - extracted or produced material intended for further industrial processing, "syroezhka" - a mushroom with a plate painted cap indicate, on the one hand, the specificity of onomasiological processes in the nomination of objective world objects and phenomena and about the uniqueness of lexical meaning expressions on the other hand.

The word-forming paradigm allows a teacher to illustrate an exceptional variety of Russian word formation ways. Foreign students consider the functional significance of each word-formative type, its formal and content aspect are remembered, the ability to reproduction on the basis of analogy is increased. It seems that this linguistic method of teaching foreigners to Russian vocabulary with the support of the word-forming paradigmatics allows to optimize the learning process.

The most important aspect of Russian language word-forming paradigm study is the study of these units within the framework of certain lexical-semantic groups (LSG). The revealing of the derivational potential of words of a particular part of speech - a noun, an adjective, a verb - is almost impossible without taking into account their belonging to a particular semantic domain. "... By establishing the composition of word-forming paradigms of certain LSG, we create some scientific abstraction (a construct) that reflects the properties of a real object" [Zemskaya 1992: 18].

Let us consider the specific word-formation paradigms of myagkiy/tvordyy adjectives that make the part of one semantic group of adjectives of tactile perception. According to the data of the "Derivative dictionary of Russian Language" [Tikhonov 1985], 25 words are formed from the first step of derivation of the adjective myagkiy, and 28 words are formed from the adjective tvordyy. Their comparative analysis makes it possible to reveal different correlations of single-model derivatives with the same word-formative meaning. These are, first of all, the derivative adjectives with a subjectively-estimated value: myagen'kiy/tvorden'kiy; the adjectives with semantics of a feature manifestation incompleteness: myagkovaty / tverdovaty, polumyagkiy / polutvordyy; The adjectives with negation semantics: nemyagkiy / netverdy; The adjectives with the semantics of a sign intensity: premyagkiy / sverkh'tverdyy; Qualitative adverbs on -o: myagko / tvrdo; Abstract nouns (syntactic derivatives): myagkost' / tverdost'; inchoative verbs with the meaning 'to show a sign': myagchet' / tverdet'.

The correlative adjectives with a metaphorical meaning, including those that differ in motivating attributes and their respective meanings are of particular interest: myagkoserdechnyy, myagkonravyy - kind, sympathetic / tverdoserdyy, tverdokamenny - the one who can not be softened at all, myagkotelyy - the one who is easily influenced, without a character / tverdogolovyy, tverdolobyy - stagnant, conservative, stubborn.

The comparative word-forming paradigms reveal a large number of uncorrelated derivatives: they are terminology-type adjectives: tverdonobnyy, tverdosplavnyy, tverdotoplivnyy, myagkoshorstnyy, etc.

Derived nouns have a specific internal form and, accordingly, national originality: tverdnyya - a stronghold, a fortress, a fortification, a position; a strong support, a stronghold; tverd' - heavenly vault, the sky in church-religious discourse; (obsolete) the solid surface of the earth, the earth in general; myakish - a soft part of baked bread, bread products under crust', etc.

The identification of such nominations is important for the conceptual description of concepts and the development of lexical knowledge as a "linguistic cultural phenomenon" [Schuklina 2016: 50].

Conclusions and recommendations

Mastering the skills of communicatively appropriate use of Russian language word-formative means in speech practice requires that the derived lexical units, their morphemic structure, should be interpreted not formally and not in isolation, but in close interrelation with other words.

In the process of linguistic competence development, different types of paradigmatic relationships of derivative lexical units come into the view of students: the relations of synonymy, antonymy, paronymy and homonymy. Their methodological relevance during the study of Russian language as a foreign one or as a non-native one is obvious.

The word-formation paradigm is one of the ways to understand the systemic organization of the language word-formation level, the structural-semantic complexity of derivative words and complex units of word-formation, and also the specifics of linguistic nomination processes in the minds of a particular people.

The comparison of word-formative paradigms of different parts of speech, different semantic groups reveals pronounced differences in the word-generating abilities of certain classes of lexical units.

The results of the study show that the organized methodical work on the study of the word-formative paradigmatics of Russian language contributes to the development of necessary speech skills and communicative strategies, as well as to the active development of lexical knowledge.

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Didactic Approaches To The Projection Of Teaching Facilities: Problem Statement And The Ways Of Its Solution

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Abstract

The transition to a competence-oriented model of the education system requires bringing all the elements of the didactic system in operation (the goals of education, content, methods and means of instruction) in accordance with it. The teaching facilities (educational publications, on electronic or paper medium) as a component of the implemented didactic system are important tools of pedagogical technologies which must be prepared in such a way as to guarantee the given quality of education.

At the present stage of the development of the problem of the teaching facilities didactic projection we can say that it is not enough that the educational information should be presented in them clearly, completely and consistently. In addition, they must organize its effective mastering. Moreover, teaching facilities based on the general didactic, competence, personality-oriented and activity-oriented approaches should be prepared in such a way as to guarantee in advance the effective mastering of the subject methods of personally significant productive activity.

The results of analysis and generalization of scientific and methodological literature show that at present the educational system has faced a difficult and ambiguously solved problem of not only didactic projection in accordance with its requirements, but also with the definition of the pedagogical essence and the classification of teaching facilities. To create them, different researchers, unlike the traditional knowledge-oriented approach, different didactic approaches are used. In the purest form it is possible to single out a competence-oriented, activity-oriented, personality-oriented, and general didactic approaches. Some authors express the idea of a possible combination of these approaches to solve this problem (combined approach).

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Keywords: teaching facilities, didactic system, personality-oriented approach, activity approach, general didactic approach, competence approach.

Introduction

The transition to a competency-based model of education requires the bringing of all the elements of the implemented didactic system (the goals of education, the content, the methods and the means of education) in accordance with it. The teaching aids (educational publications on electronic or paper medium) as a component of an implemented didactic system are important pedagogical tools that must be prepared in such a way as to guarantee a given quality of education.

Therefore, in order to realize the modern content of education, it becomes necessary to solve the problem of effective teaching aid design. First of all, there is a need to find the answers to the following questions. What is the state and the ways of solution concerning the problem of modern teaching aid didactic design? The presented article is devoted to the revealing of the answers to these questions, the results of which should be taken into account during the designing of teaching aids.

Materials and methods

The main method of research was the theoretical analysis and the generalization of scientific and methodological literature. At that the preference was given to the sources, revealing the problem under

study in the course of modern education problem solution. In order to provide a sufficiently wide and in-depth analysis of the problem under study, the materials of the scientific works of the following authors were used in the following areas:

1) The works disclosing the general theory of the didactic approach to a textbook creation and use [1, 2, 3]; 2) The works revealing the peculiarities of teaching aid didactic design use to achieve various educational goals during the study of school subjects [4-7]; 3) Scientific articles of the authors, raising the issue of a university textbook didactic design in the light of competence-oriented education of bachelors [8-11]; 4) The works devoted to the didactic design of textbooks on technical education [12, 13]; 5) The publications of the authors in the form of articles touching on the issues of the didactic design for electronic textbooks and multimedia program-pedagogical teaching aids to solve various problems [14-19]; 6) The works of a general nature, representing the views and opinions of the authors concerning a place, a function, the approaches to the creation of a textbook to ensure a student-centered didactic process [20-22].

Results and their discussion. We present an assessment of the problem state concerning the didactic design of teaching aids (educational publications on paper or electronic media).

Z.A. Mendubaeva [9] notes the following problems of a university textbook design. The quality problem of a university textbook is studied poorly, the scientific and pedagogical foundations for a modern high school textbook design are not fully developed, the monographic type of a textbook prevails at a university, fulfilling only the role of educational information carrier.

E.I. Varaksina [4] draws attention to the fact that the theoretical information presented in a textbook does not provide an effective guide to the assimilation of project activities among schoolchildren.

According to [1-2], the overwhelming majority of educational literature, performs only informational and systematizing function and has a weak potential for a motivating function implementation and the mastering of subject activity methods.

A.A. Dorofeev [12] notes that in recent years a lot of educational literature on technical professions has been published, but its quality does not fully correspond to modern pedagogical requirements. This problem is studied poorly and requires systematic research.

Vasileva N.O. [8] notes the following: the scientific theory, and the practice of a university textbook creation are not developed almost. The scientific and pedagogical works devoted to this problem are not enough. The educational literature published by them differs by high-tech content. However, the didactic component of textbooks remains a "weak" side, an insufficient attention is paid to it.

V.P. Bepalko [1-2] notes that textbooks continue to demonstrate pedagogical primitiveness due to the lack of a complete understanding of their pedagogical nature, the most important product of pedagogy is produced without pedagogy, such a sad reality nowadays.

The works of authors express the idea of the need to create a new generation of educational literature [9, 22] more and more often, which is associated with the modernization of education, with the need to address its new goals and landmarks.

During the analysis of publications on the role of teaching aids it was found that all authors consider that the indicator of their effectiveness is when they are directed not so much to the assimilation of theoretical knowledge as to the development of competencies that allow to solve the practical problems of different nature with the use of available knowledge.

So, in the work [9] the designed didactic potential of a modern textbook is used to develop general professional competences, due to the inclusion of practical tasks on task basis.

In the studies by E.I. Varaksina, M.L. Isakova [4] the role of educational resources is associated with the possibility of their use for the organization of project activities.

According to N.O. Vasylieva [8] didactic resources should be directed to the training of competent graduates who can solve various practical problems.

The solution of the problem concerning the didactic design of teaching aids is carried out on the basis of the personality-oriented approach. So the monograph by M.A. Dubik [21] points out that "a textbook will become the means of educational practice informational provision if and only if it is one of the tools of the student's personality-oriented activity.

The theoretical statements of a personality-oriented textbook design are substantiated in the work by A.V. Khutorsky [20]. The author designates, it is necessary to create such a textbook structure which facilitates the organization of personally significant productive activity development in the studied subject area. The design of a textbook structure is seen in the form of paragraphs that provide for the implementation of the educational process holistic model (the motivational unit, the self-determination and goal setting unit, the unit which reveals the content of educational material, and the unit reflecting the educational achievements). In the general structure of a textbook, a compulsory and a variable component are distinguished. A variable component is aimed at creative self-expression promotion in the studied area.

An important area of research in the field of teaching aid didactic design is the use of modern information technologies for their creation. Almost all researchers are unanimous in their opinion on the possibilities of teaching aid didactic potential increase based on the use of modern software and pedagogical technologies (for example, multimedia technologies, etc.). For example, the article by Shabalin Yu.E. [11] notes that a didactically designed electronic textbook is a powerful didactic tool that can really transform the educational process. This is achieved by the design of two structural components at least in the content of electronic learning aids. The first one is represented by educational information (text, graphic, video, sound), the second one simulates the educational process scenario for the assimilation of education content, usually based on the application of the programmed study methodology. Researchers emphasize the important role of the second component for further improvement of e-learning tools. Thus, Petrov P.K. [14] expresses the following idea: today the improvement of teaching aids consists not so much in the applied information technologies as in the awareness and the disclosure of the didactic and methodical principles of their use.

The analysis of these works [14-19] on the problem of e-learning shows that, without the reduction of their contribution significance to the education quality improvement using electronic teaching tools, it is also necessary to take into account the possibility of further didactic improvement based on a more complete and integrated implementation of the requirements for the didactic design of a textbook.

Encouraging prospects to solve the problem of teaching aid didactic design, make it possible to increase the effectiveness of teaching aid creation and application, introduces a general approach to the creation of teaching tools by V.P. Bepalko [1-2]. The researcher developed a modern theory of a textbook creation and application. The use of this methodology during the creation of teaching aids allows a stage-by-stage design of training means belonging to any didactic system (competence, personality-oriented, etc.). A textbook in his understanding appears as a comprehensive information model of a corresponding pedagogical system. Not only the educational information is disclosed in this model, but the didactic process itself is modeled for its assimilation. The specificity of a textbook is explained by this precisely, according to the scholar. The author reveals such a concept as textbook. This is an autonomous technical

training tool designed for individual management of a student's cognitive activity in accordance with the diagnosed goals and ensuring the achievement of these goals within a set training time.

In the most general form the methodology of V.P. Bepalko's textbook design [1-2] includes the following stages: 1) The stage of setting the diagnostic purpose of a textbook use; 2) The stage of didactic study concerning the content of training included in the textbook; 3) The stage of the task in the textbook of the didactic process for content assimilation; 4) The stage of learning material level evaluation.

Conclusions

In the course of the study important results were revealed that characterize the state of the problem. It was noted that it was poorly studied, the level of correspondence of instruction means to modern pedagogical requirements is insufficient, the representation of their pedagogical essence is not full enough, most of the teaching aids perform only information function.

To solve the problem of modern teaching aid design didactic approaches are used unlike the traditional knowledge-oriented one. In the purest form, it is possible to single out a competence-oriented, activity-oriented, personality-oriented and general didactic approaches. The electronic didactic tools prepared in accordance with these approaches have a great didactic potential.

Summary

The problem of teaching aid didactic design needs to be solved in accordance with modern requirements for education results. The researchers comprehended sufficient theoretical and methodological material on the use of teaching aid design in practice. Further solution of the problem is seen in the creation and the testing of modern teaching aids based on the application of an integrated approach. In accordance with it, the teaching aids should be designed in such a way as to guarantee the mastering of subject methods for personally significant productive activity in advance.

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Folklore Traditions In The Tatar Contemporary Prose For Children

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Abstract

Tatar literature for children is genetically associated with folklore. The influence of folklore on the development of Tatar literature for children took place in the form of artistic reception and the processing of children's folklore genres by the authors of works for children.

Folklore always played an important role for writers, being an inexhaustible source of inspiration and the way of learning the cultural heritage of the Tatar people. The elements of folklore, folk poetic subjects, motifs, images, archetypes, genre-stylistic forms, etc. enrich and nourish the modern literature for children even now.

And so, the article examines various approaches to the introduction of folklore material into an artistic text of the Tatar children's prose of the late twentieth and early twenty-first centuries.

It is proved that folklore acts as the indicator of ethnic-psychological characteristics of people, through which writers seek to disclose philosophical views and moral ideals. When referring to folklore, the authors strive to achieve such goals as: the reflection of hero's life specifics within the described reality, a reader's approach to the atmosphere of the narrated reality, the enrichment of the work semantic component, the awakening of associative feelings in readers. The works where the main theme is the raising of national consciousness, use folklore samples more often and more harmoniously with the main text.

Key words: Tatar literature, folklore, children's literature, genres, influence, methods, introduction, specificity.

Introduction

Oral folk art always played an important role for the Tatar writers, being an inexhaustible source of inspiration and the way of the Tatar people cultural heritage learning. The elements of folklore, namely folk poetic subjects, motifs, images, archetypes, genre-stylistic forms, etc. enrich and nourish the modern literature even now. In this article we aim to review some works by G. Gilmanov, R. Bashar, F. Yaarullin from the point of view of folklore traditions. In order to develop a more complete picture, it is necessary to establish what material is taken from folklore by an author and the way he works with it specifically; In the case of a taken storyline, a motive or an image change, it is important to find out whether they are changed, and the way they are presented in a text. The goals pursued by a writer during the use of folklore also require a detailed investigation: does an author succeed in a desired result achievement, how does the meaning of a folklore element converts in a work? Is harmony preserved in a text? The identification of folklore element role within the framework of a particular work is carried out through a detailed analysis, therefore we try to approach the subjects of our scientific research from different positions. We are interested in a structural and a semantic system of a text.

Methodology. The study of folklore in the writings of Russian writers was and remains an urgent problem of literary criticism. The issue of literature and folklore mutual influence was raised in the works

by O.V. Oprya [Oprya 2003], N. Isanbet [Isanbet 1984], H. Yarmi [Yarmukhametov 1957], F. Urmanche [Urmanche, 2002], R. Yagfarov [Yagfarov, 1999], L. Mingazova [Mingazova, 2014], etc. The authors turn to the works of writers in their studies to find out the history of a literary text, to reveal a writer's method of work, to reveal the purpose of the authors' appeal to folklore motives, to establish the correspondence of the writer's ideological position and the folklore motives used by them, etc.

It is well-known that folklore contributes to the enrichment of a work text, and, the interpenetration of spiritual values occurs [Galimullin 2014; Sayfulina 2014]. When such works are analyzed, it is necessary to remember the influence of time and historical events. For example, the first half of the twentieth century is characterized by complex social, political and cultural processes that leave their imprint on folklore, language and literature [Nurmukhametova 2014; G.R.Gainullina 2017]. The works of the first half of the 21st century are marked by multifaceted and multilayered nature. Tatar children's literature is no exception. The works present the trends of English literature, but due to folklore, the reflection of the national outlook and national culture remains [Mingazova 2014; Safarova 2016].

Main part. Folklore occupies a special place in the works of Tatar children's writers of the late twentieth and early twenty-first centuries. For example, Galimian Gilmanov's favorite method is the introduction of Tatar folklore heritage samples into a work canvas. He refers both the very folklore and his genres. The author tales, beliefs, legends, etc. appear on the basis of the latter. For example, G.Gilmanov's story "Salty rain" has an author's legend, which is positioned as folk art within the framework of the work. Old man Khatmulla tells the chairman of the village council Rifkat the legend about their village establishment: two brothers, Duchan and Asan, plant wheat. The one who will have harvest will also have to stay here and set his settlement. Asan wins, who turns out to be more attentive to the signs, and his brother Duchan leaves these lands. Thus, the old man wants to say that the founders of this settlement were farmers, and only careful treatment of nature can become the guarantee of success. Asan becomes a sample of wisdom for the villagers, and the land becomes a shrine: "We have seen this holy elder near Syrganak-tau; Since then our lands have been famous for their fertility. It's all true, my son, it's true that our land is holy .." [Gilmanov 2012: 24]. The idea of the land holiness repeats itself several times: it is read both in the legend of the old man Khatmulla, and in the history by Khabir and Lyalli. G. Gilmanov can find not only author's legends, but also author's ceremonies, designed to reveal the vision of the world by the heroes of the work: "Old man Khatmullah was even delighted. According to the custom, those who went on mowing, were seen off by the whole village to the field gate, they wished a good harvest, sang ritual songs, waved their hands for them ... Eh, those were times. That's because the trenches of the war years are still in their place" [Gilmanov 2012: 24]. The last sentence seems not entirely appropriate. But in this way the narrator compares the positions of different memories in the history of mankind by an allegorical way: something important (for example, traditions) is forgotten, and something negative (for example, the echo of war) is imprinted into memory. The custom created by the author within the work plays an important role. It is necessary to convey to the addressee of the message the whole atmosphere of the described reality.

The children's prose from G. Gilmanov is full of all sorts of proverbs, sayings and omens. For maximum reliability and plausibility of the story, G. Gilmanov often resorts to the help of sayings: "Old age is not in joy" [Gilmanov 2012: 9]. The signs are also the examples of the folklore heritage: "If there are more mosquitoes, if fleas fly, if fish plays above the water, if the frogs sing, coming on land, if the roosters start to shout at the wrong time" [Gilmanov 2012: 13]. Their function is to reflect the specifics of the described reality: the author creates the mood and the atmosphere of his work.

The village is very attentive to dreams, to the interpretation of a sleep. The story "Salty rain" has the following detail of a sleep: "Lately I also suffer from nightmares. And I had a nightmare today ... As if I am on a meadow ... There is a lot berries there - like a red carpet on the ground! .. And suddenly I find myself near some water body, a river, or a lake. I looked closely, and there are even more berries on the

other side of the river. I did not hesitate and stepped into the water. And suddenly I felt to be pulled down. I'm floating and drowning myself at the same time ... I did not have the strength left, I began to suffocate and lost consciousness. And in a moment I'm already on a dry land, crawling through the desert, and there is no water, no plants around! .." [Gilmanov 2012: 16]. The dream is described in a certain progression.

Sleep is an element that conveys the hero's mood, we understand this because of a short and expressive description. Such elements serve as certain guides that convey to us the spirit and the mood of the described reality. The addressee develops an associative perception: he recalls his experience in the past, his feelings at the time this experience is realized, transfers them to the space of the work created reality. Someone can remember how he dreamed something disturbing; Someone will be touched by the proverb, often spoken by relatives; And someone will respond to the belief, which has some analogue in real life. The main tool of the author is feelings, an effect is made through them.

Sometimes authors resort to folklore subjects: some take them completely, and only specific elements are important for others. For example, the common Turkic and eastern literature there has the motive for a man and nature fusion: in fairy tales, myths and legends, people are turned into animals, stones, birds, etc. often, while some higher power participates. First of all, the element of the folklore plot serves to identify and strengthen the hero's positions in a work; Secondly, an author can add some qualities to the image of his characters.

In the work "Salty rain" Ak Babai is not a simple image. It is also taken from the folklore heritage of the Tatar people and it is an archetype. He is identical with the Old Slavic archetype of an old man: it is a sage who acts as a teacher, a mentor, appears at a turning point and helps to solve a problem. White color indicates the belonging to the higher powers. The author, giving the old man Hatmullah the status of "Ak Babay", initially positions him as a truth teller. In G.Gilmanov's story "The Child's Share", the protagonist old man Ahiyar also turns into a white old man when he reaches the truth. "His white face, lying on white cushions and in the midst of snow-white blankets, did not belong to this world any more. And his words, full of magic and told by some special spirit, were also from another world" [Gilmanov 2012: 97]. At the end of the twentieth century, as in its beginning, the number of similar works, familiar images and stories increased, and this, in its turn, led to the decrease of children's literature artistic value. But a new one was created together with an obsolete form: the authors, striving for diverse development, became the driving force of the literary process. During this historical period, the features of content and form, democratic, philosophical, aesthetic, psychological and social ideas, characteristic of adult poetry, become accessible to the child's consciousness. In their works, the continuation of romantic traditions, the "cult" of beauty, the criticism of individual "shortcomings" appears in a literary form that corresponds to a specific work. F. Yarullin was among the pioneers.

Fanis Yarullin, like G. Gilmanov, is a master of a word, who turns to folklore heritage for inspiration. The depths of his work have numerous examples of the harmonious use of Tatar folk art. The author works with proverbs, chastooshkas and games to convey the specifics of a work mood, to reflect the reality created in a text. For example, F. Yarullin's story "White horse" tells about the part of the wedding ceremony on behalf of Rakhimjan: "That's why brides who did not travel the streets of the village on a pair of horses decorated with bells, and brought by a car, can not get along with their husbands. This world is full of all sorts of secrets, which we do not know about, dear. If do everything in a fun way and to show to the whole world, then such things are doomed to a happy ending. Do you think that our ancestors did everything just for fun: bells hung on the arcs of horses, a bride show? No, there is some wisdom in this. For example, if I start remembering those days, then it seems that I can hear the sound of bells, silver threads on the crochet and the sounds of a harmonica. The heart becomes younger" [Yarullin 2002: 194]. Here the author pursues two main goals: first, he acquaints his reader with the rituals of the Tatar people. This is the educational function of folklore introduction. Secondly, through the prism of

Rakhimjan's thinking, the idea of the need to preserve the cultural heritage of the nation is projected onto the addressee. The educational function of the text is represented in this.

In F. Yarullin's works proverbs and sayings perform various functions, among which the function of a reader's plunging into a text is the dominant one. For example, in the story "The Green Chest", Ayrat's mother says the following: "The girl is like a bird, as soon as she learns to fly you will not hold her, but we will live together" [Yarullin 2002: 189]. So, the proverb is used to enrich the image of Ayrat's mother, to convey the mood and the specifics of the characters' communication. Proverbs and sayings are capable to convey the character of a living spoken language, a national flavor. Most often we observe their use in the context of the dialogue between literary heroes.

F. Yarullin addresses to folklore genres actively. In his works you can meet author's literary tales. For example, in the story "The Green Chest" the tale is narrated by Ajihan, and in the story "The White Horse" Rakhimjan tells it. Fairy tales begin with traditional words referring a reader to the past: "Once upon a time there was a shepherd. And day and night he pastured his horses" [Yarullin 2002: 190]. Such a clichéd introduction is an indispensable element of a fairy tale structure. But sometimes the authors deliberately retreat from it, for example, in the story "The Green Chest" such a retreat is justified by the narrator's intention to convince the addressees of the message in the truth of his story. The addressee tries to immerse a reader into the magical world of his narrative intentionally, in order to give an opportunity to awaken the associative sensations with childhood, when one could believe in everything that adults say.

In most cases, the emotional side is more interesting than the actual component of a text. The impact on a reader's emotions is the primary task of the narrator. With the allegorical nature of a text, an author sets two main goals: to entertain the main audience (children) and immerse the secondary audience (adults) in memories, triggering associative emotions and experiences with childhood.

We believe that author's prose also retains certain beliefs and rituals that have been inherited from the pre-Islamic period. Often they are penetrated into an author's text through myths, rituals and superstitions. Rashit Bashar's texts have some interesting folkloric findings, namely the following superstitious beliefs: "The grandmother says that this is a sacred water body. If someone drinks water from here and throws a coin, the things will be well. Throw a coin» [Bashar 2004: 86]. The belief originates from the pre-Islamic period, when people brought gifts to the spirits of natural elements. Such beliefs are often found in folklore. The authors of the works include them in the dialogues for a more complete transfer of the hero's picture of the world.

The writers' appeal to the traditional forms of consciousness, to its archetypal layers is determined by the search for mental constants that go into the national unconscious and set the basic archetypal models. The story by Rashit Bashar "The Voice of the Lost Bird" has the archetype of a wolf. The image of a wolf among the Turkic peoples is a symbol of a progenitor and a defending warrior. It can be found in folk art of Yakuts, Altaians, Turks, Kazakhs, Kirghiz, Tatars, etc. It is also actively used in the author's literature, for example, in Ch. Aitmatov's work "Executioner's block" the theme of wolves is traced, the death of which is equated with the death of people. In R. Bashar's story the image of a wolf is "marked" as a defending warrior, he retained his folklore value of the totem, and the episodic hero Musa is his "prophesier": "The people whose poet is a coward can not be brave. Dad always said that. Abiy, do not be a coward!" [Bashar 2004: 40].

Conclusion. The studies of the literary material of the Tatar children's prose during the late XX - early XXI century using the example of the works by G. Gilmanov, R. Bashar, F. Yarullin led us to the following points of conclusion. First of all, folklore is an indicator of the ethnic-psychological characteristics of the people, through which writers seek to disclose philosophical views and moral ideals. Folklore helps the writer to develop humanism, humanity and moral convictions of the Tatar people preserved in folk art among young readers. Secondly, the introduction of folklore elements into the canvas of a work occurs in

the following three ways: the use of folklore genres, the application of folklore subjects, the operation with individual elements of folk art (archetypes, general folklore epithets, sayings, proverbs, ditties). Thirdly, when they refer to folklore, the authors strive to achieve the following goals: the reflection of hero's life specificity within the described reality, approaching the reader to the atmosphere of the narrative reality, the enrichment of the semantic component of the work and the awakening associative feelings among readers.

Quite often there is the use of folklore genres by writers within the framework of the author's prose. Such elements often serve either to disclose the allegorical structure of a text, or to entertain the children's audience.

Fourthly, folklore samples are used more often and more harmoniously with a main text in the works where the main theme is the uplift of a national self-awareness.

Summary. Thus, according to the obtained results of the study, the Tatar children's prose of the late twentieth and early twenty-first centuries, has various approaches to the introduction of folklore material into an artistic text. The authors solve the issue of folk art experience use differently. This gives us the opportunity to reveal the trend of particular author creativity more fully. The folklore heritage, introduced by the authors into a work of art, is a kind of key to the allegorical structure.

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Development Of A Chemistry Teacher Environmental Competence

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Abstract

The problem of a chemistry teacher ecological competence development is considered in the work. The importance of environment protection problem and the upbringing of student careful attitude towards nature is substantiated. All processes occurring in the environment must be studied not only from the point of view of chemistry, but also from physical, biological and anthropogenic aspects. Such training contributes to a deeper understanding of the processes occurring in the environment, their influence on a man's body. In this regard, within the framework of this study, they studied scientific literature, normative documents and practical experiments concerning the composition and the quality of spring water at Nizhny Kuzmes' village of the Kukmorsky district in the Republic of Tatarstan were performed to determine its suitability as a source of drinking water for population.

Key words: environment, ecological problems, hydrochemistry, chemical composition of water.

Introduction

People have always polluted the environment, but at low levels of civilization development pollution was not such a serious problem. With the development of large industrial cities, with the increase of the number of cars, the problem of environmental pollution became an urgent one [1]. The most important role in environmental problem solution belongs to education. From the earliest age, every person living on the Earth must know the consequences of a carefree attitude towards the environment. It is necessary to have an idea about the diseases and genetic deviations caused by environmental pollution, about the death of animals and plants, the reduction of soil fertility, the depletion of drinking water supplies and other negative changes in the habitat. And not only know, but also feel personal responsibility for its condition. However, modern school graduates are poorly oriented in global problems, including environmental ones, the problems of human health and the biosphere preservation [2].

In order to understand the importance of the world protection a teacher should familiarize the children with environmental problems, to develop stable feelings of respect for nature. The enhancement of environmental security implies the responsibility and an active involvement of all people, regardless of their social or economic status. It is necessary to learn how to save any natural resources - no matter whether they are scarce or not. At the same time, it is necessary to calculate all possible results of any activity in advance, taking into account not only the obvious but also the most improbable consequences, and also to realize that any violations of the ecological balance lead to natural disasters and health impairment [3].

In our country, the attention to the issues of environmental protection grows, and a number of regulatory and legal acts is developed in this regard. For example, the Federal Law No. 7-FL "On Environmental Protection" issued on 10.01.2002, Federal Law No. 96-FL "On the Protection of Atmospheric Air" issued on 04.05.1999, Federal Law No. 89-FL "On Production Wastes and Consumption" issued on 24.06.1998 [4].

At the chemical institute named after A.M. Butlerov K(P)FU the students of pedagogical profession (profile - bachelor of chemistry) study the discipline "Chemical processes in the environment" in order to form the ecological competence of future teachers. The feature of this course is its integrative nature. All processes occurring in the environment are studied taking into account chemical, physical, biological and anthropogenic factors that affect nature. Such integration develops a more qualitative competent

superstructure, promotes an in-depth understanding of current environmental processes, including negative ones, and involves the development of practical skills to conduct the activities on the study of natural phenomena, as well as to prevent harmful effects of economic activity and improve the environment. One of the trends of such work is the analysis of scientific literature and practical experiments on the study of water quality [5]. In the process of this course study, students perform various experimental tasks in addition to theoretical work. In particular, in the section "Hydrochemistry", they study the ecological status of water bodies.

Water is the most important component of our planet and serves as a necessary condition for the existence of all living organisms on Earth. Since the most ancient times the whole life of a man is related to the use of water and aqueous solutions [6]. According to the scientific literature, it is very difficult to find water without harmful impurities, as it contains dissolved salts of metal, iodine and fluorine, etc.

It was proved that a man's body contains a significant amount of water: a body of a newly born child contains up to 75% of water, and a body of an old man contains more than 50% of water. If the water content in a body decreases by at least 2%, then there is an immediate need for it. If more than 12% of water is lost, a person can not recover without the help of doctors, and the loss of 20% of water leads to death. The percentage of water content in the main organs of a man: brain - 90%, blood - 85%, lungs - 83%, kidneys - 79%, heart - 73% and muscles - 79% [7].

Water is the source of life for a man. One person consumes up to 60 tons of water during his life only for drinking. Water performs a transport function in a body, delivering oxygen and nutrients to every cell of our body. Due to the presence and polyfunctionality of water, our body can regulate body temperature. It also promotes food processing into energy, helps cells to absorb nutrients. Besides, water removes slag and waste from our body.

Water participates in a variety of mechanisms and life cycles on earth. First of all, the water cycle in nature allows animals and plants to obtain much-needed moisture for their existence. Secondly, seas and oceans, rivers and lakes play a major role to create the climate of a given terrain, and the high heat capacity of water provides a comfortable temperature regime on our planet. Thirdly, water plays an important role in the process of photosynthesis. Due to water, plants can process carbon dioxide into oxygen.

Against many useful functions performed by water, its pollution is an extremely serious problem and should concern the humanity. Water pollution is a process of reservoir saturation with harmful substances, production waste and household waste. Thus, water loses most of its useful properties and becomes unsuitable for further consumption. The main sources of pollution are the wastes from oil refineries, heavy metals, radioactive elements, pesticides, urban sewage and livestock farm drains. In this case, even a small amount of harmful impurities can harm health.

According to the World Health Organization, there are no sources on our planet with pure natural water. And this threatens with the catastrophe of our civilization, since humanity will not survive without water.

People constantly use water in everyday life, so the quality of water is extremely important. Even a relatively small amount of harmful impurities can harm health. However, it is impossible to visually determine the purity of water - many of the harmful substances dissolved in it are completely invisible, and they can not be detected without special instruments.

Materials and methods

Within the framework of the training course "Chemical Processes in the Environment", during the study of water research methods, we conducted the analysis of spring water at Nizhny Kuzmes' village in the Kukmorsky district of the Republic of Tatarstan in order to determine its suitability for drinking, in accordance with RF state standard "Drinking water. General requirements for the organization and the methods of quality control".

The object of the study is a sample of water extracted from the source.

The standard of comparison is distilled water.

Research equipment is a set of chemical glassware and chemical reagents from a set of analytical chemical laboratories.

Results and discussion

Experience № 1.

The study of water started with the study of organoleptic indicators: chromaticity, turbidity, the presence of odor, taste.

1. Chromaticity is a natural property of water, conditioned in nature by the presence of humid substances and complex iron compounds in its composition. It can depend on a reservoir location, its structure, and also on plants that grow around a reservoir, the animals living next to and many other factors [8].

A graduated cylinder with the capacity of 250 ml was filled with distilled water as a control sample, and the same amount of water was taken from the spring as another sample. The comparison of samples did not show the difference in color. Therefore, the water from this reservoir does not have a specific color.

2. Water turbidity is associated with the content of insoluble particles of different origin in it. If the water is turbid, precipitation can be detected during a chemical reaction. The sediment may be absent, weakly represented, be noticeable, large and very large [8]. A visual method was used in order to determine the turbidity of water. The purity of water taken for the studies was determined with a chemical beaker and a common newspaper. A small amount of water was poured into a beaker and a sheet of newspaper was attached to it. The letters written in a newspaper were clearly visible. This serves as a qualitative indicator of a sample transparency.

3. The smell of water is determined by the presence of volatile fragrances that enter the water in a natural way, or with sewage. Almost all organic substances (in particular liquid ones) have a smell and they transfer it to water [8]. The smell was determined at room temperature (20 °C) and at elevated (60 °C) water temperature. Under normal conditions, the smell was not felt, but a barely perceptible marsh odor appeared when heated in a water bath to 60 °C.

4. Taste of water. Water can be salty, bitter, sweet, sour depending on the chemical composition of substances, mineral salts, or the presence of organic compounds in it. The water taken for an experiment has a weakly perceived specific taste.

Experiment № 2. «Determination of water pH».

In order to determine the pH of water, a test tube with water and a universal indicator paper were used. Using a pipette, water was applied to the indicator and compared with the standard. The resulting pH = 6. Consequently, the medium is slightly acidic one.

Experiment No. 3. The study of water sample chemical composition. The study was carried out according to the methods of state standards determining the quality and composition of drinking water.

1. GOST 4245-72 Drinking water. The methods for chloride content determination; GOST 18190-72 Drinking water. The methods of residual active chlorine content determination [10].

When a solution of silver nitrate was added to a water sample, a white precipitate was developed, which means the presence of chloride ions in water [9].

2. GOST 4389-72 Drinking water. Methods for sulphate content determination [10].

The result of our studies showed the presence of sulfate ions in the sample.

3. GOST 4192-82 Drinking water. Determination methods of mineral nitrogen-containing substances [10].

Nessler reagent was used in order to determine the ammonium ions in water. "Trace" amounts of ammonium ions were detected, which manifested itself as a barely noticeable yellow coloration [9].

4. GOST 4011-72 Drinking water. Methods of total iron mass concentration measuring [10].

A reaction was carried out with potassium hexacyanoferrate (II). A dark blue precipitate of Berlin azure fell out. This confirms the presence of iron (III) ions in water [9].

5. GOST 4974-72 Drinking water. The methods of manganese content determination [10].

The performed experiment demonstrated the precipitation of brown color, which indicates the presence of manganese ions [9].

At home water can be cleaned in the following ways:

1. Boiling. During water boiling, it is sterilized and cleared of pathogens. At that, the vessels where the boiling occurs, should not be closed, because the harmful volatile compounds contained in it will be removed with the vapors. But there are also disadvantages of such cleaning. First of all, the chlorine compounds remain in boiled water. Such compounds are dangerous to health, as they turn into a carcinogenic substance - chloroform, which causes cancer. Secondly, the water is obtained during boiling in which the level of salts, nitrates and heavy metals becomes higher than in conventional tap water. This can be judged by observing the walls of dishes, in which water is boiled. Salts settle on them. Thirdly, boiled water is called "dead water", the use of which does not benefit a person.

2. Settling. A vessel with water should be left for 8-9 hours. At that, water can be stirred to evaporate the chlorine compounds that are present in it. The salts of heavy metals won't be evaporated - at best, they will just settle on the bottom of a vessel. Therefore, when you use such water, it is necessary to leave a precipitate developed on the bottom of the cookware.

3. The purification of water using sodium chloride (common salt). 2-liter container should be filled with tap water and 1 tablespoon of salt should be dissolved in it. After 20 - 25 minutes you can drink water. Such water will be freed from harmful microorganisms and heavy metal salts, but it is not recommended to drink it every day.

4. Freezing is another effective method of water purification. It is necessary to fill a vessel with water, but not in full, as the water expands during freezing. Clean fresh water will freeze faster than water with salt impurities. Therefore, when the water is frozen in a vessel halfway, the unfrozen water must be poured away (all harmful impurities are contained in it), and the frozen water can be melt - you can drink it and use for cooking. Defrosted (thawed) water, drunk immediately after defrosting, is extremely useful, capable of speeding up many recovery processes in a body. It may increase efficiency, alleviating the condition during allergies, dermatitis, itching, bronchial asthma and stomatitis.

There are also popular methods of water purification.

1. Purification with a cluster of ashberries: if you lower it in water for 2-3 hours, you get a clean liquid.

2. The cleansing with willow bark, onion husks, juniper branches and bird cherry leaves are also effective and good to obtain clean water, but the cleaning process will take 12 hours.

Chemical methods of water purification:

1. Ozonation is the most effective one. Ozonation is the process in which water maintains the acid-base balance in the norm, without the content of salt increase. Ozone is an allotropic modification of oxygen. The speed of reaction is explained by it: during the ozonation, the rate at which an oxygen atom is released to other substances is very high. Ozone is considered as the most effective metal oxidizer among the reagents used in water treatment [11].

2. Neutralization with the use of alkanizing or acidifying substances. Typically, this method is used in the purification of industrial wastewater, the hydrogen index of which is disturbed. This method is successfully used to remove heavy metals from water. The neutralization method is the interaction of alkalis, acids, which stabilize the level of the hydrogen index (it should not exceed the coefficient of 8.5 and fall below 6.5 by standards).

Conclusions

Based on the conducted studies, it can be concluded that water from the natural source at the village of Nizhny Kuzmes' of the Kukmorsky district of the Republic of Tatarstan meets the basic requirements of state standards for drinking water. This is evidenced by such signs as the absence of odor, mechanical and organic impurities, the neutrality of pH environment, as well as the content of the basic mineral substances that determine the taste characteristics of water.

Summary

The results of the analysis concerning the qualitative composition of water make it possible to recommend water from the natural source under study for drinking and cooking.

ACKNOWLEDGEMENTS

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System-Activity Approach To The Organization Of Modern Lesson On Physics

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Abstract

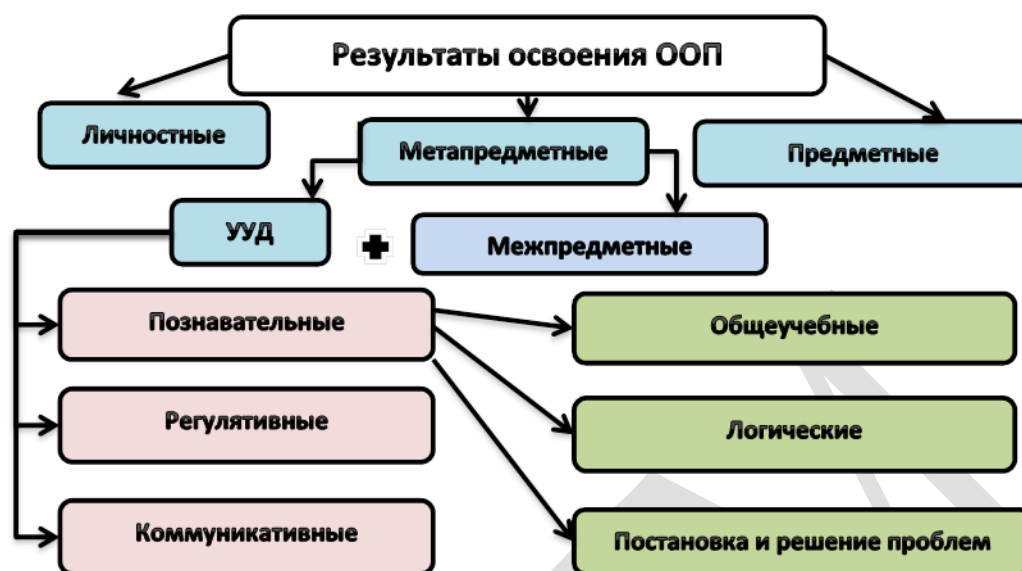
The article discusses the problem of a technological map development for a lesson within the framework of FSES second generation implementation of based on the system-activity approach in the Microsoft Visual Basic 2010 software environment.

The main blocks of the technological map for a modern lesson are examined, their content is studied, illustrated by the example of the physics theme "Atmospheric pressure" study within the 7th class course.

Key Words: system-activity approach, physics lesson, universal learning activities, lesson type, physics lesson, the generator of technological maps.

Introduction

The introduction of the Federal State Educational Standard assumes profound systemic transformations of the school entire educational process, starting from goal-setting to the evaluation of education results. FSES is based on the system-activity approach, the main result of which is the development of a child's personality on the basis of universal learning actions (ULA), which are divided into cognitive, regulative and communicative ones [1]. Cognitive universal actions include: general study and logical methods, as well as the setting of a problem and its solution.



Результаты освоения ООП - EPT study results / Личностные - Personal / Метапредметные - Metasubject / Предметные - Subject / УУД - ULA / Межпредметные - Intersubject / Познавательные - Cognitive / Регулятивные - Regulatory / Коммуникативные - Communicative / Общеучебные - General educational / Логические - Logical / Постановка и решение проблем - Problem formulation and solution

Fig. 1 EPT study results

The system-activity approach assumes the changes in the activity of a teacher and a student, all actions of whom are coordinated and logically related at each stage of a lesson. Passivity and the obtaining of ready knowledge for a student are replaced by activity and an independent discovery of new knowledge, and a teacher plays the role of a coordinator-mentor, who skillfully manages the process of cognition.

The logical-psychological and didactic structure of a modern lesson form a methodical structure based on the technology of problem-based learning, which is the derivative of a taught discipline content [6], and this makes it possible to provide the variability of the cognitive process and the original trajectory of learning.

Any cognitive process is a mental and (or) practical activity, which, in its turn, has a certain set of actions in its composition. An action not controlled by consciousness is a skill. Ability can be described as a set of skills and knowledge, the use of which is controlled by consciousness. Mental actions consist of separate independent units called logical operations [3]. Certain combinations of operations and their sequence are the way of mental (or practical action) implementation, the numerous repetitions of which are formed into a stable universal action. The result of ULA application is the product of thinking activity, various forms of thinking: such as concept, judgment and reasoning [5].

A technological map of a lesson is a modern form of pedagogical interaction planning between a teacher and students concerning the development of personal, meta-subject and subject results as a generalized graphical expression of a lesson scenario with project variability.

The object of our study: the system-activity approach to the organization of the educational process in physics.

The subject of the study: the development of a technological map for the physics lesson based on the system-activity approach.

Purpose: To substantiate theoretically and develop a generator of technological maps for a modern physics lesson within the framework of FSES second generation implementation based on the system-activity approach in the Microsoft Visual Basic software environment.

The lesson technological map includes the following units [4]:

The goal-setting unit contains:

1. The indication of a date, class and the N.S.P. of a teacher; A lesson topic according to a main educational program, Fig. 2.

The screenshot shows a software window titled 'Form1'. The background is blue with a gear icon and the equation $E=mc^2$. The form contains the following fields and buttons:

- Технологическая карта урок №: 13
- ФИО учителя: Петров Иван Иванович
- Класс: 7 (dropdown menu)
- Выберите тему (button)
- Тема урока: Атмосферное давление. (dropdown menu)
- Добавить тему (button)
- Дата: 24 января 2017 г. (calendar icon)
- Далее (button)

Технологическая карта: урок № 13 - Technological Map: Lesson № 13 / ФИО учителя: Петров Иван Иванович - Teacher's S.N.P.: Petrov Ivan Ivanovich / Класс: 7 - Grade: 7 / Выберите тему - Select a topic / Тема урока: атмосферное давление - Lesson topic: atmospheric pressure / Добавить тему - Add topic / Дата: 24 января 2017 г. - Date: January 24, 2017 / Далее - Next

Fig. 2 Interface of technological map generator

1. Development results include:

The activity, educational purpose and didactic tasks of a lesson, as well as the planned educational results, Fig.3.

Instrumentation unit includes:

1. Determination of a lesson type and its structure.

Four main types of lessons are highlighted on the basis of L.G. Peterson's classification [7]:

The lesson of new knowledge "discovery". The purpose of this type of lesson is the development of new knowledge and (or) the types of educational activities within a learning situation.

A lesson structure:

1. Motivational stage.

2. The stage of knowledge actualization on the proposed topic and the implementation of the first trial action.

The screenshot shows a software interface for lesson planning. It is divided into several sections:

- Деятельностная цель:** формирование способности у учащихся к новому способу действия, связанному с построением структуры изученных понятий и алгоритмов. (Add button)
- Образовательная цель:** расширение понятийной базы за счет включения в нее новых элементов. (Add button)
- Задачи:**
 - Обучающая:** изучение явления атмосферного давления, введение понятий: атмосферное давление, изоборы, барометр; изучение закономерностей изменения атмосферного давления в зависимости от высоты над земной поверхностью и температурой. (Add, Clear buttons)
 - Развивающая:** формирование умение совершать сравнение как универсального учебного действия при изучении физических понятий и законов. (Add, Clear buttons)
 - Воспитательная:** формирование мировоззрения и его основных компонентов: взглядов, убеждений, идеалов и физической картины мира. (Add, Clear buttons)
- Планируемые образовательные результаты:**
 - Личностные:** детьми старшего и младшего возраста, взрослыми в процессе образовательной, общественно полезной, учебно-исследовательской, творческой и других видов деятельности. (Add, Clear buttons)
 - Предметные:** естественных наук, техники и технологий; научного мировоззрения как результата изучения основ строения материи и фундаментальных законов физики. (Add, Clear buttons)
 - Метапредметные:** умение оценивать правильность выполнения учебной задачи, собственные возможности ее решения. (Add, Clear buttons)

Navigation buttons: Назад (Back) and Далее (Next).

Деятельностная цель: формирование способности у учащихся к новому способу действия, связанному с построением структуры изученных понятий и алгоритмов. - Activity goal: the ability of students to develop a new way of action, related to the establishment of studied concept and algorithm structure. /

Образовательная цель: расширение понятийной базы за счёт включения в нее новых элементов. - Educational goal: the expansion of the conceptual base by the inclusion of new elements in it. / Задачи - Tasks / Обучающая: изучение явления атмосферного давления, введение понятий: атмосферное давление, изоборы, барометр; изучение закономерностей изменения атмосферного давления в зависимости от высоты над земной поверхностью и температуры. - Teaching: the study of

atmospheric pressure phenomenon, the introduction of concepts: atmospheric pressure, isobars, barometer; The study of the regularities concerning the change of atmospheric pressure, depending on the height above the earth surface and temperature. / Развивающая: формирование умения совершать сравнение как универсального учебного действия при изучении физических понятий и законов. - Developing: the development of the ability to make a comparison as a universal educational action during the study of physical concepts and laws. / Воспитательная: формирование мировоззрения и его основных компонентов: взглядов, убеждений, идеалов и физической картины мира. - Educational: the development of a worldview and its main components: views, beliefs, ideals and the physical picture of the world. / Планируемые образовательные результаты - Planned educational results / Личностные: детьми старшего и младшего возраста, взрослыми в процессе образовательной, общественно-полезной, учебно-исследовательской, творческой и других видов деятельности. - Personal: children of the senior and younger age, adults in the process of educational, socially useful, educational, research, creative and other types of activities. / Предметные: естественных наук, техники и технологий; научного мировоззрения как результата изучения основ строения материи и фундаментальных законов физики - Subject: natural sciences, engineering and technology; scientific world outlook as the result of matter structure foundations and the fundamental laws of physics study / Метапредметные: умение оценивать правильность выполнения учебной задачи, собственные возможности ее решения - Metasubject: the ability to evaluate the correctness of an educational task performance, the own possibilities for its solution / Назад - Back / Добавить - Add / Очистить - Clear

Fig. 3 Purpose setting unit

1. Identification of a difficulty: what is the complexity of new material, what exactly creates a problem, the search for a contradiction.
2. Development of a project, a plan for the escape from created difficulty, the consideration of a variety of options, the search for an optimal solution.
3. The implementation of a chosen plan to solve a problem. This is the main stage of a lesson, at which the "discovery" of new knowledge takes place.
4. Primary consolidation of new knowledge.
5. Independent work and verification by reference.
6. Inclusion in the system of knowledge and skills.
7. Reflection, which includes both the reflection of educational activity, self-analysis, and the reflection of feelings and emotions.

Reflection lesson. The purpose of this type of lesson is to develop the ability of learners to apply knowledge and (or) learning activities to solve practical problems.

Reflection lesson structure:

1. Motivational stage.
2. Knowledge update and the implementation of primary action.
3. Identification of individual difficulties in the implementation of new knowledge and skills.

4. The development of a plan to solve the encountered difficulties (the search for the ways to solve a problem, the selection of the best actions, work planning, a strategy development).
5. The implementation of a chosen plan and a problem solution strategy in practice.
6. Generalization of the identified difficulties.
7. The performance of independent work and self-examination according to a reference sample.
8. The inclusion in the system of knowledge and skills.
9. The implementation of learning activity reflection during a lesson.

A lesson of general methodological trend. The purpose of this type of lesson is to generalize, systemize and consolidate knowledge and skills to perform learning activities by each learner based on the results of a course section or a large thematic cluster study.

Structure of a lesson within a general methodological trend:

1. Organizational stage.
2. Motivation of students' learning activities.
3. Knowledge update.
4. Generalization and (or) systematization of knowledge. Preparation of students for generalized activities. Reproduction on a new level (reformulated questions).
5. Application of knowledge and skills in a new situation.
6. The control of assimilation, the discussion of mistakes made and their correction.
7. Reflection (summing up of a lesson).

Developmental control lesson. The purpose of this type of lesson is to monitor the abilities of students, to apply new knowledge and the ability to perform educational activities using diagnostic material of various kinds, as well as the development of learner ability to self-control, self-analysis and self-esteem.

Structure of developmental control lesson:

1. Motivational stage.
2. Knowledge update and the implementation of a trial action.
3. The record of local difficulties.
4. The creation of a plan for problem solution.
5. The implementation of the chosen plan in practice.
6. The generalization of difficulty types.
7. The performance of self-study and self-test using a reference sample.
8. Creative problem solution.

9. Activity reflection.

2. The educational-methodical complex includes:

1. Sources of information
2. Equipment.
3. Didactic support.
4. Materials for the cognitive activity of a student.

We give an example on the topic "Atmospheric pressure" from physics (the 7th grade) to illustrate this. Type: The lesson of new knowledge discovery. Fig. 4.

Этап урока	Источники информации	Оборудование	Дидактическое сопровождение
1. Мотивационный этап.	Наблюдение демонстрации «Перевернутый стакан» «Яйцо в бутылке».	Стакан с клапаном и пробкой, лист бумаги. Бутылка, сваренное яйцо.	Когнитивные и деятельностные установки; Проблемные вопросы.
2. Этап актуализации знаний по предложенной теме.	Эксперимент «Определение веса воздуха».	Технические весы, разновесы, колба; насос Комовского.	Проблемные вопросы.
3. Выявление затруднения: в чем сложность нового материала, что именно создает проблему, поиск противоречия.	Слайд.	ПК; видеопроектор, экран.	Проблемные вопросы.
4. Разработка проекта, плана по выходу из создавшегося затруднения, рассмотрения множества вариантов, поиск оптимального решения.	Литература для учеников.	ПК; видеопроектор, экран.	Понятийный аппарат. Логические схемы.
5. Реализация выбранного плана по разрешению затруднения. Это главный этап урока, на котором и происходит «открытие» нового знания.	Видеофрагмент; Натурный эксперимент «Раздувание резиновой камеры».	Барометр aneroid. Тарелка к вакуумному насосу. Насос Комовского. Резиновая камера.	Когнитивные и деятельностные установки. Географические карты с изобарами. Таблица: Усредненное давление атмосферы на различной высоте над уровнем моря.
6. Первичное закрепление нового знания.	Учебник.	Документ-камера.	Разноуровневые задания.
7. Самостоятельная работа и проверка по эталону.	Видеофрагмент; Газета.	Тонومتر.	Карточки для самостоятельной работы; Географические карты.
8. Включение в систему знаний и умений.	Учебник.	ПК; видео.	Когнитивные и деятельностные установки.
9. Рефлексия, включающая в себя и рефлексии учебной деятельности, и самоанализ, и рефлексии чувств и эмоций.	Слайд.	ПК; видеопроектор, экран.	Задания для самопроверки. Индикаторы обратной связи.]

Учебно-методический комплекс - Training and methodology set.

1. Мотивационный этап. - Motivational stage.
2. Этап актуализации знаний по предложенной теме. - Stage of knowledge actualization on a proposed topic.

3. Выявление затруднения: в чем сложность нового материала, что именно создает проблему, поиск противоречия. - Identification of a difficulty: what is the difficulty of the new material, what exactly creates the problem, the search for a contradiction.
4. Разработка проекта, плана по выходу из создавшегося затруднения, рассмотрения множества вариантов, поиск оптимального решения. - A project or a plan development to exit from a developed difficulty, a variety of options consideration, the search for an optimal solution.
5. Реализация выбранного плана по разрешению затруднения. Это главный этап урока, на котором и происходит "открытие" нового знания. - Implementation of a chosen plan for a problem solution. This is the main stage of a lesson, at which the "discovery" of new knowledge takes place.
6. Первичное закрепление нового знания. - Primary consolidation of new knowledge.
7. Самостоятельная работа и проверка по эталону. - Independent work and the check according to a standard.
8. Включение в систему знаний и умений. - Inclusion in the system of knowledge and skills.
9. Рефлексия, включающая в себя и рефлексии учебной деятельности, и самоанализ, и рефлексии чувств и эмоций. - Reflection, which includes both the reflection of educational activity, self-analysis, the reflection of feelings and emotions.

Источники информации - Information sources

Наблюдение демонстрации "Яйцо в бутылке", "Перевернутый стакан" - Observation demonstration "An egg in a bottle," "An inverted glass"

Эксперимент "Определение веса воздуха" - Experiment: "Determination of air weight"

Слайд - Slide

Литература для учеников - Literature for pupils

Видеофрагмент; Натурный эксперимент "Раздувание резиновой камеры" - Video fragment; Natural experiment "Blowing up of a rubber chamber"

Учебник. - Textbook.

Видеофрагмент; газета - Video fragment; newspaper

Оборудование - Equipment

Стакан с клапаном и пробкой, лист бумаги. - A glass with a valve and a stopper, a sheet of paper.

Бутыль, сваренное яйцо. - A bottle, a boiled egg.

Технические весы, разновесы, колба, насос Комовского. - Technical scales, weights, a flask, Komowsky's pump.

ПК, видеопроектор, экран. - PC, video projector, screen.

Барометр, aneroid. - Barometer, aneroid.

Тарелка к вакуумному насосу. - A plate to a vacuum pump.

Насос Комовского. Резиновая камера. - Komowsky's pump. Rubber chamber.

Документ-камера - Document camera

Тонومتر - Tonometer

ПК; видео - PC; video

Дидактическое сопровождение - Didactic support

Когнитивные и деятельностные установки; Проблемные вопросы - Cognitive and activity sets; Problematic issues

Понятийный аппарат. - Conceptual apparatus.

Логические схемы. - Logical schemes.

Географические карты с изобарами. - Geographic maps with isobars.

Таблица: усредненное давление атмосферы на различной высоте над уровнем моря. - Table: an average pressure of the atmosphere at different altitudes above sea level.

Разноуровневые задания. - Multi-level tasks.

Карточки для самостоятельной работы. Географические карты. - Cards for independent work. Geographic maps.

Когнитивные и деятельностные установки. - Cognitive and activity sets.

Задания для самопроверки. - Assignments for self-examination.

Индикаторы обратной связи. - Feedback indicators.

Fig. 4. Instrumental unit. Training and methodology set

Organization and activity unit includes:

1. Table-diagram "Lesson plan", which determined all the actions of a teacher and a student in the development of universal learning activities step-by-step and homework was presented in Fig. 5 and 6.

The testing of the software environment "Technological map generator" was carried out at the basic department of MEI the secondary school №33 in the city of Saransk of the Republic of Mordovia. The results of the research were presented at the republican seminar "The improvement of teaching physics at school and university" in 2017, at the International Scientific and Practical Conference "Evseevskiy readings" of 2017 [2].

Тип урока: урок "открытия" новых знаний - Lesson Type: lesson of new knowledge "discovery"

Этап урока: мотивационный этап - Lesson stage: motivational stage

Деятельность учителя: демонстрирует физический эксперимент "Перевернутый стакан", "Яйцо в бутылке", делает когнитивные и деятельностные установки - Teacher's activity: demonstrates the physical experiment "An inverted glass", "An egg in a bottle", makes cognitive and activity sets

Деятельность учащихся: Ведет наблюдение. Делает выводы. - Student activities: Observation. Drawing of conclusions.

Познавательные УУД: анализ объектов с целью выделения признаков (существенных, несущественных) наблюдаемого явления. Устанавливает причинно-следственные связи. - Cognitive ULA: the analysis of objects in order to identify the signs (significant and insignificant ones) of an observed phenomenon. The making of cause-effect relationships.

Коммуникативные УУД: оценивание усваиваемого содержания, обеспечивающее личностный моральный выбор на основе социальных и личностных ценностей. - Communicative ULA: evaluation of the studied content, the provision of personal moral choice on the basis of social and personal values.

Регулятивные УУД: целеполагание как постановка учебной задачи на основе соотнесения того, что уже известно и усвоено учащимися и того, что еще неизвестно - Regulatory ULA: goal setting as the set of a learning task based on the correlation of the things already known and learned by the students and the things still unknown.

Сформировать карту - Generate a map

Сохранить - Save

Fig.5 Organizational-activity unit. Motivational stage

Тип урока	Урок "открытия" новых знаний	Выберите этап
Этап урока	Актуализация знаний и осуществление первичного действия	Добавить
Деятельность учителя	Организует проведение эксперимента "Определения веса воздуха"	Добавить
Деятельность учащихся	Проводит эксперименты под руководством учителя (натуральный или имитирующий компьютерный), делает выводы	Добавить
Познавательные УУД:	выдвигает гипотезы и их обоснования	Добавить
Коммуникативные УУД:	планирование учебного сотрудничества с учителем и сверстниками - определение цели, функции участников, способов взаимодействия. Умения с полнотой и точностью	Добавить
Регулятивные УУД:	составление плана и последовательности действий	Добавить

Назад Сформировать карту Сохранить Вперед

Тип урока: урок "открытия" новых знаний - Lesson Type: lesson of new knowledge "discovery"

Этап урока: актуализация знаний и осуществление первичного действия - Lesson stage: the actualization of knowledge and the implementation of the primary action

Деятельность учителя: организует проведение эксперимента "Определение веса воздуха" - A teacher's activity: organizes an experiment "Determination of the air weight"

Деятельность учащихся: Проводят эксперименты под руководством учителя (натуральный или имитирующий компьютерный), делают выводы - Student activity: conduct of experiments under the guidance of a teacher (natural or simulating, computer one), the drawing of conclusions

Познавательные УУД: выдвигают гипотезы и их обоснования - Cognitive ULA: putting forward of hypotheses and their justifications

Коммуникативные УУД: планирование учебного сотрудничества с учителем и сверстниками - определение цели, функции участников, способов взаимодействия. Умения с полнотой и точностью. - Communicative ULA: the planning of educational cooperation with a teacher and peers - the definition of a purpose, the function of participants and the ways of interaction. Skills with completeness and accuracy.

Регулятивные УУД: составление плана и последовательности действий - Regulatory ULA: making of a plan and a sequence of actions

Fig.6 Organizational-activity unit. Knowledge actualization stage

Conclusions

1. The lesson technological map is a new type of document, describing the learning process, divided by lesson stages into coordinated teacher's actions and student's actions. The performed student's actions provide the development of universal educational activities, which makes it possible to implement the system-activity approach.
2. The technological map is a route, with an inherent variability on which the whole cognitive process develops, and it makes a lesson a modern and a creative one.

Summary

The generated technological map generator has a simple interface, each unit has its own functional window, which allows you to select the necessary information from a list or add your own. Once a teacher has filled in all the required fields, he can convert the form into a convenient Microsoft Office Word or Excell format and print out the finished project.

The generator of technological maps allows to optimize the process of variational design for a modern physics lesson on the basis of the system-activity approach in the Microsoft Visual Basic programming environment.

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About The Problem Of Nickname Separation From Other Onomastic Units

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Abstract

The review of scientific literature shows the lack of a common opinion in linguistics on the category of nicknames. In modern studies, the notion of a nickname is often used instead of the words nickname and pseudonym. Proceeding from this, we distinguished the characteristic features of nicknames as an onomastic unit: an oral form; the function of an individual isolation from society; territorial, temporal limitation; weak systematicity; variability; optionality; structural and semantic diversity.

Keywords: vocabulary, onomastics, anthroponym, nicknames, pseudonym

1. Introduction

In linguistic science, the term "nickname" has various interpretations. N.N. Ushakov noted quite rightly on this occasion: "... to start a serious, special study of nicknames should be ... with the clarification of the phenomenon understood as a nickname" [12, p. 158].

A well-known Russian anthroponymist V.A. Nikonov wrote: "The term nickname is turned into a bag for any non-passport names. The main lesson: it's time to understand the confusion, to justify scientifically the categories of naming, without dumping them into a bunch of nicknames". Moreover, V.A. Nikonov saw the problem in the fact that "the term nickname does not disclose, but hides the differences of anthroponymic phenomena, it needs a theoretical interpretation in the definition" [5, p. 141].

2. Official And Unofficial Anthroponyms

As you know, anthroponyms are traditionally divided into official and unofficial ones. An official name means "the name (or its specific form) accepted in official use" and an unofficial name means "officially unidentified, unapproved proper name or a name in an unofficial form" [6, p. 134].

Concerning the separation of official and unofficial names L.P. Kuznetsova notes the following: patronymic and family names are located in the near-nuclear space with different degrees of distance from the nucleus towards the periphery. These units are mandatory for the people of Russian-speaking community. Nicknames, group street names make up the anthroponymic periphery and are optional ones [4, p. 56]. In other words, formal and informal naming can be divided into mandatory and optional one.

Nicknames as unofficial anthroponyms originate from ancient times, and their formation is based on a clear system. In Russian language, the word nickname was equivalent to the modern word surname in a

certain sense in ancient times. In Ukrainian, the word "прізвище" is still used instead of the word "surname", which was not included in the Ukrainian literary language [9, p. 18].

Until the 17th century, the word nickname was used as a synonym for the term personal name, referring only to Russian names, and from the 17th century it was more used in the meaning of an additional secondary naming of a person, often jokingly, to mock oneself [7, p. 86].

Historically, it is clear that nicknames are very closely related to official names, in some cases even there is the difficulty in the distinguishing of names or surnames from nicknames. This situation is complicated by the fact that in ancient times the nicknames passed into the category of name or surname, and there is a reverse trend at the present stage.

The next distinctive factor of official naming from unofficial ones is their record in documents. Official names preserved to the present day in archival data. Most of the ancient nicknames reached us verbally. It is worth noting that sometimes they indicated a nickname instead of a name in the documents.

A nickname is differed from a personal name by the fact that a child's name is chosen by parents. A nickname can be originated in any collective. A person remains uninvolved in a name assignment. Thus, a name has a character of good will basically, which should be achieved by the named in practice. A nickname traditionally has the character of description, which occurred in reality contrary to expectations.

A nickname is developed after an event, namely a real one. For example, a person lost sight and walks in glasses. A team can give him such nickname as Professor, four-eyed, nerd, etc. And the name is assigned right after birth with some good intentions. Personal names are assigned to each individual necessarily and officially. The change of a name is registered in official documents. In rare cases, an unofficial own name may also function, which is given by a religious minister.

In the past, nicknames were used to keep a name secret. Many peoples of the world have a taboo on names. In ancient times, the culture of renaming was applied to everything that could be dangerous for humans. In mythology, "name" played the most significant role. The name in the mythological consciousness is ontological and existential. According to beliefs, it was possible to influence an object by pronouncing his name.

So, in China it was not allowed to speak or write the names of emperors. Russians had surnames, formed from bad nicknames, the were produced for the guard against evil spirits. Turks replaced personal names with nicknames when children died often.

2. Personal Names And Nicknames

Nicknames are more mobile and are not recorded officially if they changed. Nicknames, in contrast to names, have territorial and sometimes temporary restrictions. One and the same person can have several nicknames that exist only in a given area and only in a narrow society. For example, a caller named Fanis has three nicknames: Kernis `Rat` - the consonance with the name, common in school environment; Karga `Raven` - a man has a dark skin, the nickname spread during a more mature period; Kaban `Wild boar` - with a large constitution, he had this nickname in a student society. A person may be silent on some nicknames. In the time space, some nicknames can be passed on from generation to generation, and others can disappear at once, as soon as they appeared.

From other official anthroponyms, nicknames are differed by weak systematicity, short duration, and variability. They are characterized by a structural-semantic variety: thus, any language unit can be used as a name - from a separate sound to a whole sentence.

A nickname, unlike a name that traditionally does not distinguish any features of a person, or indicates the features of appearance: Kalancha - for high growth; character: The beast - heartlessness, etc., or somehow related with a name: Davlat - from the surname Davletbaev; Name: Zinaida - from the name Zalifa; or it depends on special circumstances, where this nickname arose: Itexe `Shoemaker` - stole the boots from one neighbor and sold them to another. It identifies each individual in a team. For example, there may be several people with same names in a particular society, and they will have completely different nicknames. Thus, it can be concluded that a nickname has an auxiliary function to indicate the individuality of a person, the characteristic trait of his personality.

3. Separation Of Nicknames From Other Onomastic Units

Often the term "nickname" is perceived as a synonym OF other onomastic categories such as a nickname, a pseudonym, a label, a moniker, a rattle, a byword, etc.

The issue of distinguishing between nicknames, bywords, priests tried to be solved by V.I. Dahl: nickname - a name given to an animal, especially a dog, a bird; The byword - "to tease someone, a sneered nickname, but not personal one, but to a city, a region, a community: Kaluga people are needle makers; Astrakhan people are sour fish oil"; A nickname is a name that is attached to someone in jest or on an occasion [3, p. 118, 442, 485].

In modern studies, the category "nickname" is more often confused with the category of "pseudonym". Let's try to distinguish each of these concepts from nicknames.

Let's start with nicknames. In the various dictionaries, the following explanations of nicknames are given:

Nickname - I. A name given to a pet; II. A nickname that is given to some person as a joke, a mockery, and also with some special, for example, secret goal [11].

So, the lexeme "nickname" in the first sense expresses the name of an animal. In the second meaning it denotes a nickname, which is given in mockery or to hide a real name. Sometimes they use the term zoonym for the first meaning in onomastics.

It is impossible not to agree with the opinion expressed by V.I. Suprun, that zoonymic nomination repeats nickname in many respects, since the dominant element of meaning is the characterological function in appearance, habits, an attitude to a certain species. Also zoonyms, as well as nicknames, are included in nuclear-peripheral relations, tending both to the core and to the periphery of the field. The zoonyms formed from the personal names of a person (Mashka, Borka, Katka, Yashka) and from the patronymics (Vanych, Sanych, Mikhalych) are closer to the core. The author argues that this phenomenon does not make it possible to draw a clear boundary between zoonyms and anthroponymy sometimes [10, p. 117].

In modern dictionaries of Russian jargon, the term "nickname" is used to denote the nicknames of people, explaining it by its "pejorative nature", "negative evaluation", which makes it possible to use the nicknames by prisoners [2, p. 7]. In argot slang such synonyms as "cliff", "klikuchka", "moniker", etc. are used.

Sometimes there is the confusion of "nickname" and "pseudonym" concepts in linguistics. Painters, writers, actors, public figures, etc. began to use pseudonyms to hide their own name. A real name of a person with a pseudonym is called autonym.

Common reasons for the use of this kind of aliases are: 1) the desire to replace a too long name with a shorter, memorable one; 2) the desire to take a "speaking" name; 3) the desire to conceal an origin; 4) the desire to have the same namea with another person acting in this field. In addition to individual

pseudonyms, there are collective pseudonyms in Russian language: Kukryniksy, Nicholas Burbaki, Kozma Prutkov, and others [1].

Apparently, both nickname and pseudonym are referred to an unofficial naming of the person, which gives rise to confusion among these concepts. The most basic difference between nicknames and pseudonyms is self-nomination. If a nickname is invented by society, then the pseudonym is chosen by a man.

The World Wide Web has given us new opportunities to create virtual onyms. Virtual communication has no restrictions on gender, age, profession, nationality, religious affiliation, etc. A new "virtual person" is born with the appearance of a new name - a nickname.

Unlike nicknames, pseudonym is closer to nicknames. The owner of a nickname (as well as a pseudonym) chooses his own name. Nowadays nickname (English nickname - the initial meaning "nickname", from the mid-English an eke name - "other name") denotes the network name used in the space of communication (in blogs, forums, social networks) [13, p. 68]. Apparently, a direct translation of this category introduced another ambiguity in the fields of informal anthroponyms.

A person with a network name is given the opportunity to create an image for himself, hiding his real "I". In this regard, you can consider a group of nicknames formed from nicknames. These nicknames can be conditionally defined as hidden egoistic nicknames (from the name of the psychological phenomenon "hidden egoism") or as auto-nicknames.

Nicknamed folklore is also called "bywords". This term was used by I.Yu. Kartashova (1985) and N.V. Drannikova (2004). The dispute between linguists and folklorists about the term "nickname" is still relevant. Linguists considered "byword" as a popular aphorism, and folklorists consider it both as group nicknames and as aphorisms.

It is also customary to use the word "nickname" to determine the unofficial names for inanimate objects: Piglet (the area of Salavat Yulaev monument in Ufa); A ship (a long building of a residential complex in Ufa); Urman `Les` (Forest Technical School), etc.

It is well known that an external or internal impulse is necessary for the development of nicknames. This impetus or motivation for nicknames depends on the imagination of nickname authors and a nicknamed person social status, it also shows their benevolent or hostile attitude to each other.

One can not but agree with A.M. Selishchev that the largest part of personal names and nicknames refers to a man's appearance and his traits. In this case, a nickname is given most often according to physical deficiencies and negative traits. In the old days, they were not shy about any meanings of words in respect of nicknames, so now they seem ridiculous to us often [8, p. 7].

Many researchers of nicknames rely on the definition by N.V. Podolskaya: "A nickname is the kind of anthroponym. An additional unofficial name given to a person by surrounding people in accordance with his characteristic feature, the circumstance accompanying his life according to some analogy" [6, p. 111].

5. Conclusions

Comparing various definitions, we came to the conclusion that a nickname is a name given to a person in addition to his name and that contains an indication of any noticeable character trait, appearance, activity of this person, applied in joke or for any occasion. As we know, nicknames are most common among rural residents.

Based on the analysis, we assume that the link between nicknames and ethnonyms forms a chain: nicknames - collective nicknames - ethnonyms. At the present stage of nickname development, the reverse trend is also possible: ethnonyms - collective nicknames - nicknames.

6. Summary

The dictionaries of different periods do not introduce any significant changes in the interpretation of the word nickname, limit its meaning, reducing the a nickname to the estimated and characteristic informal names. The dispute about nicknames continues to this day. In this regard there is no common interpretation of nicknames [14; 15].

Based on the vocabulary definitions and the opinions of authoritative linguists, we tried to distinguish the concept of a nickname from other onomastic units. So, the word "nickname" refers to zoonyms basically. The lexeme "zoonym" is used in scientific literature, and in common speech people use the word "nickname". Also a nickname is the nickname of criminal authorities, thereby indicating it as a negative phenomenon. Thus, the meaning of the word "nickname" has a negative connotation, shows a contemptuous attitude towards a person and offends him.

Unlike nicknames, a pseudonym referred to an unofficial anthroponymics, has a legal status. He has the right to intellectual property. The law does not allow the disclosure of an alias without an author's consent, except when a pseudonym is used to falsify authorship.

Practice shows that nicknames are often confused due to the incorrect approach of these categories translation. The most basic difference between nicknames from pseudonym is self-nomination. If a pseudonym is given by society, then in virtual reality a person chooses a nickname by himself.

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Cosmonyms In Turkic Languages (Linguistic Analysis)

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Abstract

In recent years there was a noticeable increase of interest in cosmonyms, which constitute one of the oldest lexical strata in Turkic languages. It should be noted that in many Turkic languages cosmonyms are studied insufficiently. This article is devoted to the identification of cosmonyms functioning in Turkic languages. The ethnolinguistic characteristics of celestial bodies among Turkic peoples is also given. Both literary and dialectal names are involved for analysis.

Keywords: lexicology, onomastics, cosmonym, names of celestial bodies, Turkic languages

1. Introduction

The systematization and preservation of unique ancient names in Turkic languages within the context of globalization is one of the priorities for modern science. The names of celestial bodies are studied by the section of linguistics called onomastics, and its special discipline named cosmonymy. The main object of cosmonymy are cosmonyms (the names of celestial bodies) distinguished among other names by the fact that heavens have always been a shrine and an object of worship among the Turkic peoples.

In Turkic languages one can find many cosmonyms common to all Turkic peoples. For example, the name Өлкәр in Bashkir language came from the common Turkic Ülker (the name of the constellation). In science this constellation is called the Pleiades, the cosmonym Өлкәр gives the meaning of "chief". In some dialects of Bashkir language, the name Илэк йондоз is common, which arose from the assimilation of Sito star. There are also cosmonyms like Өлкән йондоз, Күмәк йондоз. There are such rather interesting names as Сыңғы, Сыңға йондоз ("ring-shaped star" literally) among the Bashkirs of the southeast [1].

The cosmonym Етерән йондоз in Bashkir language is very ancient one. Folk legends testify that it keeps in itself even the echoes of the Tengrian era. There are also the variants Етген юлдыз, Етти юлдюз Among among other Turkic peoples. The dialects have such names as Өлкән йетегән, Кесе йетегән.

The cosmonyms һарат and Бузат mean the breeds of horses by color in Bashkir folklore. According to popular believes, the are "tied" to the North Star (in Bashkir version - Altyn Kazuk) on the sky. The forms of constellations indicate a characteristic figurative-legendary basis of a name. The cosmonyms Buhat and harat in the Saltyut dialect of Bashkir language return us to the motives of the legend about the star Етерән. They symbolize two horses, always galloping from the persecution of wolves [2].

The brightest stars have been served as a landmark for Bashkirs since the ancient times. The star Тимер казык, or Алтын бағана is a bright sign of the northern part of the world. The name Темир казык is

common to the Turkic peoples and it is present even in Mahmud Kashgari's dictionary. It is especially widespread among Tatar, Kazakh and Bashkir peoples.

Turkic people (especially cattle-breeding ones) saw this star in the form of an iron stake with the horses tied to it. Allegedly, robbers were spinning around this stake to steal horses. For this reason, the celestial body was named as Тимер казык (Iron stake). The Mongols believed that this stake was made of gold, and it was hammered by God himself. Chuvash called this star the North Star [3].

The star, brightly shining at dawn and at sunset, is called Ай йондозо, Таңсулпан (Таң йондозо, Таңғы йондоз, Сулпан, Солпан, Таңғы сулпан) by Bashkirs. The scientific name is Venus. Bashkir dialects have such names as Әнер йондозо, Шафак, Шәфәк, Шапак йондоз, Әнер сулпаны, Әнерге йондоз. The star Таңсулпан was regarded by Bashkirs as a small satellite of the Moon and the Sun and was considered as the saint, bringing light to people. Bashkir dialects have another very sonorous name for this celestial object - Таңдыса.

The following fact is interesting: some nations named all visible planets except the constellations. For example, the planet Venus received the following names: among Bashkirs - Sulpan, among Tatars - Cholpan, among Karakalpaks - Sholpan, etc. The ancient Türkic monuments keep the names of Sevit and Cholpan; The Arabic name of the planet, Зөһрә йондоз, is also present. The ancient Turkic monuments keep the names of other planets: Mars - Copper arrow, Mercury - Artsu, Jupiter - Black bird. Let's note that Kalmyks gave names to almost all planets: Mars - Mingmr, Saturn - Bemb, Jupiter - Purve, Venus - Basn, etc.

Among the celestial objects, named according to their location in the sky, the constellation Аркысак stands out. This name is common in Burzyan, Kizil, Ik-Sakmar dialects of Bashkir language. There are such variants of the cosmonym as Алғысак and Аркосак in other dialects.

The purpose of this scientific article is the linguistic analysis of cosmonyms on the basis of Turkic languages, conditioned by the following tasks: а) to show the reflection of cosmonyms in folklore samples and in fiction (using the material of Turkic languages); б) to give an ethnolinguistic characteristics of the celestial bodies among Turkic peoples; в) to reveal the role of cosmonyms in personal names.

2. Ethnic-Linguistic Analysis Of Cosmonyms

There are up to eleven names of stars in Bashkir dialects common with many Turkic peoples, which have Arabic and Russian lexical parallels. They are named by color, location, by the time of entrance to the sky. The visible part of the cosmos is called by the same term йондоз. A common feature of all cosmonyms is their regional specificity and diversity, the influence of dialects on a name structure. It should be noted that until now the meanings of such cosmonyms as Кәрлә йондоз, һүнгән йондоз, Башмак йондоз, Олтан йондоз, һирән йондоз, һүрән йодоз are not clear.

The names of celestial objects are more common among the Bashkirs of south and southeast, the largest part of cosmonyms is collected from the representatives of the Bashkir clan Burzyan and Kipchak. The names common in the territory of the Republic of Bashkortostan are also found among the Bashkirs of Kurgan and Chelyabinsk regions: Йолдоз and Зөһрә йолдоз..

The diversity of the variants concerning the same constellation attracts a certain attention: Кош юлы (Milky Way) in different languages: ski trail, a snake trail, the back of the god, bristle on the back, the path of souls, where the bear was dragged, a sandy river, Chumatsky road, the road to Jerusalem /Rome, Kiev/ [6]. Kalmyks named the Milky Way as Тенгрин Уйдл ("heavenly seam").

In recent years, the layer of cosmonyms in Bashkirian language was replaced mainly by Russian or calque names. The vivid examples of this are the cosmonyms Үлсәү йондозлоҭо - `constellation of Libra` and Балык йондозлоҭо - the constellation of Pisces. However, in Bashkir dialects, for example, the name of the Milky Way Galaxy (Кош юлы) has the analogue - Каз юлы - `Goose way`. There are also other variants of names, for example, Кыҭала йондозлоҭо - `the constellation of cancer` - һарат, Зодиак йондозлоҭо - Zodiac constellation - Бузат. It turns out that there are the primordial names of constellations in Bashkir language, however, they were lost or did not enter the common dictionaries for some reason.

As is known, humanity observed the heavenly objects with admiration since the ancient times. Using them sailors and caravans found their way and determined an approximate time. Celestial bodies also served as a season indicator.

The stars always attracted people's attention with their mystery, many tales and legends were written about the Sun and the Moon. Different nations saw the features of universe objects differently and named them according to their own ideas. For example, the same constellation is called Horse by Russians, wagon - by Romans, cart - by Ukrainians, telega - by the peoples of the Lower Volga region, Zhetiarkar - by Kirghiz people (seven wild sheep), Chedihaan (seven khans) - by Tuvans, etc.

The etymology of the constellation Milky Way is interesting. Galileo Galilei discovered through the telescopic device that Milky Way consists of an infinite number of stars and resembles milk by color. In general, the constellation Milky Way was already familiar to ancient scientists. For example, the Armenian mathematician, cosmographer and philosopher Anany Shirakatsy, who lived in the 7th century, noted in his notes that some authors of the ancient times called this constellation the Old Way of the Sun, others called it Persephone's veil; In the opinion of the third ones, Hercules took Herion's herd away along this road; The fourth ones claim that it is the milk shed from Hera's breast (Aramaz's wife). Ancient Armenians adhere to the following version: in winter, Vaagan stole the straw from Barsaam, and this is the road on which the straw fell.

Christians associate this constellation with religious ideas. There is the hypothesis according to which the souls of the dead rise to heaven or, on the contrary, return back along this road. The Milky Way is also called the Way of Jesus, the Way of the Virgin Mary, the Way of St. Peter, the Way to Jerusalem, the Way of St. Jacob, the Way of St. James and the Way of Paradise.

In most Turkic languages, the name of the constellation Milky Way is associated with a bird: the Bashkirs - Кош юлы (the Bird's way), the Kazakhs - Торна юлы (Crane Route), the Kirghiz - Кыр каззары юлы (the path of wild birds), the Tatars - Киек каз юлы (the way of wild birds), etc.

In Central Asia they call it the Straw path. In Hungary, Bukovina, Moldova they believe that the straw was stolen by gypsies, for this reason the constellation was called the Gypsy path.

The Mongolian peoples call The Milky Way as "The collapsed piece of the sky". The inhabitants of Chukotka have the following names: Dusty river, Silver river, Heavenly river; In East Africa it is called the Star Sea.

Traditionally the Caucasian peoples associate the name of the constellation with the animal world: Caravan path, Herd path, etc. Chechens call it the Bear Road, the Georgians call it the place where lambs are jumping. Indians and some Asian peoples call the Milky Way was called as the Serpentine River, Snake Path, etc.

Тимерказык йондозо (Polar star) is a bright star, located closer to the North Pole. In Bashkir language the name of the star is developed from two fused roots: the timer (iron) + казык (pillar). It was named for

the reason that this star seems a fixed one from the Earth, standing in place. The Karahanid Uighurs name it Temir, the Turks - Demir kazuk, Demir-Kazyk, Turkmens - Demir gazyk, and so on.

Етегән йондоз (Bear) consists of two constellations: Оло Етегән (Big Dipper) + Кеце Етегән (Little Dipper). The name goes back to the word ете (seven), as there are seven stars in these constellations. In separate dialects of the Bashkir language, the variants of Кәрлә йондоз (Dwarf star), Илэк йондоз (Sieve star), Сынға йондоз (Star-ring), Олтан йондоз (Sole star), Башмак йондоз (Boot star) are recorded. In the northern and north-eastern regions of the Republic of Bashkortostan it is also called Сүмес, хүмес, Сирпәк, Сүмесбаш (The Plough); There are also the following phonetic variants: Житегән, Езэгән, Езергән. Russians associate this star, as the name implies, with a large beast - a bear.

According to R.Z. Shakurov, the study of astronomical terms must be started, first of all, with the analysis of the words күк (sky) and күк йөзө (heaven) [5]. In written monuments and some modern related languages, the word күк is used in two meanings: heaven and god. The lexeme тәңре is used in the meaning of Muslim God, the Lord. The meanings of the sky, the firmament are no longer inherent of the word in principle. The use of the word тәңре in the meaning of God is rooted in the distant past. This idea is confirmed by the words ай тәңре (the god of the moon), йашын тәңре (the god of lightning), йел тәңре (the god of the wind), күн тәңре (sun god), жот тәңре (the god of fortune), etc. The root of the word тең means "to rise". In Tungus-Manchurian languages, for example, in Even language, the word таңара is translated as "god", "icon". And in the ancient Sumerian language, the Turkic borrowing теңир sounded like дингер - "god."

3. Cosmonyms In Folklore Samples

The heavenly bodies played an important role in the life of all the Turkic peoples. The nomadic way of life among the Turkic tribes largely determined the significance of space objects as the sign of the forthcoming weather character or the ability to determine time accurately. Since ancient times, the Turks idolized heavenly bodies, which found its expression in a language in the form of appropriate winged words, phraseological units, proverbs and sayings.

Many cosmic names not only closely intertwined with other language layers, but also reflected the world outlook, the way of life, the traditions and customs of the Turkic peoples in the composition of folkloric samples and works of art. Thus, cosmonyms are of great value in the linguistic and cultural field. The associations related to cosmonyms reflect the mentality of the Turkic peoples, national-cultural and historical-cognitive concepts, and finally, the linguistic picture of the world in the representation of the Turks [7; 8].

It should be noted that the names of celestial objects (proper names) are found in the structure of stable linguistic units as the proverbs and sayings very rarely. Mainly these are the terms that form associative links with various value-cultural notions [1]. In the Turkic languages, these are three main terms: Кояш (Sun), Ай (Moon), Йондоз (Star). The first two cosmonyms refer to astronomical objects, in the third case it is the common name of all objects in the sky. In ancient times, many Turkic tribes deified heavenly bodies, so it is not surprising that they reflected in the popular experience of the world knowledge - in the aphoristic genres of folklore.

The first thematic group of proverbs, sayings and riddles is made by the units with the Sun component. The ancient Bashkir tribes, like the rest of the Turkic people, deified the sun. It had not only the meaning of light and heat for them, but it was also a symbol of good and mercy, therefore in many sayings the cosmonym Sun represents humanity and compassion, actualizing the conceptual understanding of "light" as the symbol of humanity and good. In this sense the cosmonym often acts as the most important part of the figurative association in proverbs and sayings, for example: `Кояш янында - йылылык, инә янында - изгелек` - `Warmth is near the sun, and kindness is near the mother`; `Кояш караганда

йәшәп кал, атаң карағанда йөрәп кал` - Live while the sun is shining; entertain yourself while the father keeps you; `Кояш тапһыз, ир ғәйепһез, ил дауһыз булмаҫ` - There is no sun without a spot, a man without a sin, a country without a war`; Кояш юк - көн юк - "There is no sun without a day"; In the riddles the cosmonym Sun carries a bright figurative component in itself: Ай күрзе, кояш алды (ысык) - `The Moon saw, the Sun took away (dew)`.

The second thematic group of proverbs, sayings and riddles is developed with the cosmonym Ай. This heavenly luminary had the same meaning for ancient clans as the sun, personified by the Sun satellite. The moon (Ай) as a night satellite of the Sun in Bashkirs' understanding was surrounded by an exceptional mystery and was represented either by the smiling face of a young beauty Zukhra, or by the face of a lonely man sowing sadness and sorrow.

Bashkir cosmonym Ай is filled with such meanings as "beauty", "loneliness" and is present in many proverbs and sayings. For example: Айға карап ай булма - `Do not imitate the Moon`; Ай уртақ, көн уртақ, яқшы кешенең эше уртақ - `The moon is common, the sun is common, a good man has a common job; Ай байыһа, йондоз бар, катын үлһә, балдыз бар - `the Moon is common, the night is common`; Ай байыһа, йондоз бар, катын үлһә, балдыз бар - `There is a star if the moon goes away, there is a younger sister-in-law if a wife dies'; Ай менән кояш берәр генә була `The moon and the sun are unique ones`.

The Bashkirs saw the bright star Таңсулпан (Сулпан йондоз) as an invariable satellite of the Sun and the Moon, it is also the symbol of beauty and light for them [6]: Таң күзе - Сулпан; Сулпан йондоз - өмөтлө күз. A large number of signs and beliefs related to Ай (the Moon) is associated with the physical and spiritual state of a man. Diseases and health, and the mood of a person - all this depended on Ай directly, according to the ancient Turks [3; 4], including Bashkirs. There are the signs that have arisen on the basis of observations concerning the nature of the moon. For example, in the genre һынамыш (omens), the warning preserved from the contemplation of the Moon: Айға озақ карама, аяктарың бәйләнер - `Beware of the moon contemplation - it brings misfortune`. Or Айзың колактары булһа, аяктарыңды һаҡла, which means "the beginning of the cold season (when the moon will have "ears") one must put on warmer shoes". Or: "Канлы ай бәхет килтермәҫ", which meant "The red color of the moon brings misfortune".

The third group of proverbs, sayings and riddles is developed with "йондоз" component. As we noted Bashkirs called all the luminaries in the sky as a star, so often "йондоз" means the sun and the moon. However, for the ancient Bashkirs, the night lights - the stars were also sacred celestial objects, in the cultural space they are the symbols of a path, search and hope. Examples: Алыстағы йондоз йылы була `The distant star seems warm`; Эзләгән йондоз юлынан йөрөр `A seeker walks along the way of the sun`; Өмөт караңғы төндә йондоз булып яныр - `Hope will shine with a star in the dark night`.

So, cosmonyms and the aphoristic genres of oral folk art revealing its essence provide the valuable material for the study of the world outlook, imagination, imaginative thinking of the whole people and the perception of heavenly bodies by them [3; 9]; therefore, the identification of such units, their comparative study is of great scientific importance for the further development of linguistics. In this case, the linguocultural significance of cosmonyms study can not be overestimated.

4. Conclusions

Summarizing the abovementioned, we note that the system of cosmonyms is very ancient in Turkic languages; This lexical layer is closely related with folk beliefs and folklore motifs. The systematization and the study of such names would help to reveal some points in the culture and the history of Turkic peoples. The roots of most cosmonyms go back to the pre-Islamic era, the close relation of names with many peoples, their common Turkic base testify to the importance of this layer for Turkic languages.

5. Summary

The meaning of cosmonyms in the works of art is not limited only to the figurative function. They have the features of mythological consciousness and mentality. The study of such Turkic cosmonyms as *кояш*, *ай*, *йондоз* and related proverbs, sayings, riddles also gives a valuable experience in the understanding of Turkic people mentality and ancient attitude.

Cosmonyms occupy an important place in the world outlook of any people. Nevertheless, linguists all over the world do not carry out consistent studies devoted to the purposeful analysis of the universe objects. We have to state that only simple people perceive them as they are, try to analyze, compare them to familiar objects, beings and, name them on this basis.

This phenomenon is peculiar to the Turkic languages unfortunately. When you study cosmonyms, the appeal to historical sources, folklore samples, and materials of dialectological expeditions justifies itself in our opinion.

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