

МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ
РОССИЙСКОЙ ФЕДЕРАЦИИ
Федеральное государственное бюджетное
образовательное учреждение высшего образования
«ПЕРМСКИЙ ГОСУДАРСТВЕННЫЙ
НАЦИОНАЛЬНЫЙ ИССЛЕДОВАТЕЛЬСКИЙ УНИВЕРСИТЕТ»

ИНОСТРАННЫЕ ЯЗЫКИ В ПОЛИЛОГЕ КУЛЬТУР

*Материалы
X научно-практической конференции
студентов, аспирантов и молодых ученых
(2–3 апреля 2019 г.)*



Пермь 2019

УДК 80
ББК 81.00
И683

Иностранные языки в полилоге культур
И683 [Электронный ресурс]: материалы X науч.-практ. конф. студентов, аспирантов и молодых ученых / под общ. ред. С. Л. Мишлановой, Н. В. Бисеровой, Е. Ю. Овчинниковой; Перм. гос. нац. исслед. ун-т. – Электрон. дан. – Пермь, 2019. – 1,47 Мб; 71 с. – Режим доступа: <http://www.psu.ru/files/docs/science/books/sborniki/inostranye-yazyki-v-poliloge-kultur.pdf>. – Загл. с экрана.

ISBN 978-5-7944-3356-2

В выпуске серии «Иностранные языки в полилоге культур» представлены материалы X научно-практической конференции студентов, аспирантов и молодых ученых, которая состоялась 2-3 апреля 2019 г. на кафедре лингводидактики.

Материалы выпуска отличает широкая тематика. Рассматриваются актуальные проблемы современной студенческой науки.

УДК 80
ББК 81.00

*Печатается по решению кафедры лингводидактики
Пермского государственного национального исследовательского университета*

ISBN 978-5-7944-3356-2

© ПГНИУ, 2019

THE IMAGE OF DON JUAN IN RUSSIAN LITERATURE OF THE TWENTIETH CENTURY

Беломестнова А.С., Четина Е.М., Шиукаева Л.В.

The article touches upon the problem of evolution and destruction of Don Juan's image in Russian literature. The aim of the research is to regard the specificity and functions of the image of Don Juan in lyrics and drama of the twentieth century. The paper is dedicated to the history of the image in World literature, beginning with folk Castilian romances. The Russian tradition of interpreting Don Juan's image was analyzed in detail, beginning with A. Pushkin's 'Stone Guest'. Publications about Don Juan and other so-called eternal images or literary myths are compared in the research.

Many scholars, especially in recent times, have underlined the importance of atheism and materialism analyzing Don Juan's myths. The essence of Don Juan's nature is manifested in two different aspects. On the one hand, it is his disbelief in God and his challenge to heaven. On the other hand, it is his immoral behavior and his relationship with women. Don Juan's atheism leads him to his peculiar attitude to women, when he doesn't regard them as personalities, but as some objects of delight. The tragedy of Don Juan is shown in his rebellion against death.

The analysis is based on the works of the twentieth-century poets and playwrights. The Silver Age Russian poets are A. Blok, N. Gumilev, K. Balmont, M. Tsvetaeva, V. Brusov and some others. The second half of the twentieth century is presented by the works of D. Samoilov, V. Sosnora, E. Radzinsky, Yu. Arabov and others.

The image of Don Juan tends to evolve in Russian literature during the century. There are different interpretations of Don Juan's image in this period. Don Juan is represented as a seducer, a symbol of Spain, a type of masculinity, a trickster, an artist, a cultural hero and some other roles.

IMPORT SUBSTITUTION AND THE LANGUAGE OF PHARMACY

Бурдин Г.Е., Наугольных Е.А.

Globalization is the most important feature of the development of the world economy. This becomes apparent through the increase in international trade, i.e. exports and imports of goods and services. Nowadays international trade develops when large differentiation of the country's economy is established. As a result, the consequences of various restrictions, e.g. economic sanctions imposed by other states can be more dangerous.

The share of Russian imports in various economic sectors is very high today. Therefore, replacing imports with domestic products is a tool of economic policy applied to manage the risks of import dependence, thus, ensuring the economic security of the country.

Now in Russia there are no full-fledged research centers for the development of medicines, the Russian pharmaceutical industry is not able to provide its market with the main range of modern medicines, with full production cycle being located in Russia. At the same time, certain attempts are made to change the situation, which is reflected in the nomenclature of drugs.

One of the trends in the modern domestic nomenclature of drugs is seen to be the increasing role of Latin language. While English and American drug manufacturers seek to use only English, drug names produced in Russia draw on Latin grammar. However, Russia is not an exception: European pharmacopeias are also based on the Latin language.

In addition, Russian pharmaceutical market can be characterized by the increase of drug names derived from the Russian language: *TYKVEOL* (from Russian “тыква” – pumpkin), *OBLEKOL* (from Russian “oblpikha” – sea buckthorn), sometimes the name is full lexical unit (*SHALUN*, *USPOKOI*) or transformed word phrases (*NEGRUSTIN*, *BOLINET*, *DLYANOS*).

The names of Russian medicines often reveal features of national mentality. The case of *SLEEPY PILLS* can be an example. The adjective “sleeping pills” (therapeutic characteristic) is more accurate, but the word “sleepy” evokes an association with Russian folklore [1, p. 849].

Thus, the development of the language for specific purposes is influenced not only by internal (linguistic), but also external (extralinguistic) aspects, one of the reasons for domestic nomenclature formation being the

emerging political and economic situation. The ability to understand the motivation of drug names is a necessary condition for the professional competence of a specialist with higher pharmaceutical education.

References:

1. Бурдина О.Б. Торговые названия лекарственных препаратов как репрезентация особенностей национального менталитета / Лингвистика XXI века сборник научных статей к 65-летию юбилею профессора В.А. Масловой. Сер. «Концептуальный и лингвальный миры». Москва, 2014. С. 845-850.

GESUNDES FRÜHSTÜCK

Бушмакина А.Д., Власова А.М., Филиппова А.А.

In Deutschland besteht das Frühstück meistens aus einem Heißgetränk (Kaffee, Tee, Milch, Kakao) und aus Backwaren (Toastbrot oder Brötchen). Dazu gibt es Butter, Margarine oder Honig. Auch in Deutschland isst man zum Frühstück gerne Frühstücksflocken, Frühstücksei, Joghurt, Müsli und Obst [Frühstück]. Das tägliche Frühstück der Deutschen besteht in der Regel aus folgenden Bestandteilen: Kaffee, Brotwaren und Aufschnitt, wobei das Alter der Frühstückenden durchaus einen Unterschied macht. Das ist das Ergebnis einer aktuellen YouGov-Umfrage, in der die Befragten zu ihren Frühstücks-Vorlieben befragt wurden. Dabei gaben 9 Prozent der Befragten an, dass sie gar nicht frühstücken. Es ist besonders interessant, dass die jüngsten und ältesten Altersgruppen dies am seltensten (18 bis 24 Jahre: 8 Prozent, 55 Jahre und älter: 7 Prozent) sagten, während es bei den Menschen zwischen 25 und 54 Jahren signifikant mehr Nicht-Frühstücker (12 Prozent) gibt [Das isst Deutschland zum Frühstück].

Wir haben eine Umfrage unter den Studenten der Permer Universitäten zum Thema „Mein Frühstück“ durchgeführt. Die meisten Studenten frühstücken morgens zu Hause oder in einem Studentenheim (81%), andere frühstücken an der Universität (14%) und nur 5% der Befragten frühstücken nicht. Normalerweise essen sie zum Frühstück Joghurt und Quark (28,6%), Brei (28,6%), Sandwiches (23,8%) und Gebäck (19%). Viele Studenten meinen, dass sie nicht gesund frühstücken, aber sie möchten sich richtig ernähren. Viele Menschen haben morgens kaum Zeit, in Ruhe zu frühstücken, und verzichten daher auf diese Mahlzeit. Unserer Meinung

nach ist es wichtig, täglich gesund zu frühstücken. Ein gesundes Frühstück gibt Energie für den ganzen Tag. Das Frühstück ist die Grundlage für gute Stimmung. Wer richtig frühstückt, kann sich besser konzentrieren.

Literaturverzeichnis

1. Frühstück [Электронный ресурс]. URL: <https://de.wikipedia.org> (дата обращения: 05.04.2019).
2. Das isst Deutschland zum Frühstück [Электронный ресурс]. URL: <https://yougov.de/news/2015/10/24/das-isst-deutschland-zum-fruehstueck/>

VERBAL AND VISUAL REPRESENTATION OF POLITICAL IDENTITY IN RUSSIA IN THE SOVIET PERIOD CONSIDERING RUSSIAN CANDY WRAPPERS AS A CASE STUDY

Ветрова К.О., Ягодкина Е.В., Мишланова С.Л.

The formation of political identity represents one of the key challenges for democratic transit countries. This challenge is particularly relevant for Russia, whose society remains quite heterogeneous even after the collapse of the USSR from the point of view of the ethnic composition, development of territories, their political structure, economic and social potential. In the Soviet period the need to acquire new political principles put society to face the need to form a new political identity of the country.

We have to mention, that in the politics of identity a great attention is paid to the public mass media, alternative ones in particular. The latter include political posters, calendars and other. According to the project, it is supposed to introduce a new corpus of verbal and visual sources open to general use into the academic society.

To conclude, the main aspects of the new identity include in the following items: representations of Russia as a single civil nation; as a sovereign state and a great power, as one of the world centers of power; as the successor of achievements and a number of political traditions USSR and pre-revolutionary Russia. These components are actualized through the patriotic component of the country's past interpretation.

References

1. Ашкеров А. «Политика идентичности» // Государство и антропоток // [Электронный ресурс] URL: <http://www.antropotok.archipelag.ru/text /a188.htm>. (дата обращения 07.04.2019)
2. Варсегов Н. «Русские не любят Россию, а потому несчастны» // Комсомольская правда. [Электронный ресурс] URL: <http://www.ufa.kp.ru/daily/26555.4/3570885/> (дата обращения: 07.04.2019)
3. Енина Л. В. «Идентичность как дискурсивный концепт и механизмы дискурсивной идентификации» // Политическая лингвистика. 2016. № 6. С. 158–166.
4. Красных В. В. «Свой» среди «чужих»: миф или реальность? – М.: Гнозис, 2003. – 375 с.
4. Тимофеев И.Н. «Политическая идентичность России в постсоветский период: альтернативы и тенденции»: монография / Моск. гос. Ин-т междунар. Отношений. МИД России, каф. полит. теории. – М.: МГИМО Университет, 2008. – 176 с.

VERBAL AND VISUAL SEMIOPHORES' CULTURAL FUNCTION IN THE ASPECT OF POLITICAL IDENTITY FORMATION

Ветрова К.О., Ягодкина Е.В., Мишланова С.Л.

In the situation of the development of modern society, which is characterized by growing globalization processes, a rapid change of trends, trends of social and political changes, cultural values of individual social groups and society as a whole acquire special significance. The problem of defining historical, cultural and political identity does not lose its relevance, so it seems necessary to investigate systems of interrelated and interacting signs, symbols and stereotypes that vividly and simply characterize a particular social group, region, state, etc. Semiophores are defined as multimodal semiotic objects of a derived nature, allowing to present different ways of internal and external representation of the historical, political and cultural identity of members of society.

First of all, it is necessary to mention the primary function of the verbal-visual object of observation is the packaging of the confectionery product, ensuring its safety during movement and use. The secondary function is an expression of a culturally significant function that actualizes the fact that the object of consumption is transformed into a cultural value that carries information about the social and political situation in society.

To conclude, we assume that all semiophores are boundary objects. As part of our study, semiophores actualize the border between the state and civil society, industry and the mass consumer.

References

1. Вебер М. Основные социологические понятия // Теоретическая социология. Книжный дом «Университет», 2002.
2. Ильин М.В. «Слова и смыслы. Опыт описания ключевых политических понятий». РОССПЭН, 1997
3. Лотман Ю., Успенский Б. Споры о языке в начале XIX в. как факт русской культуры («Происшествие в царстве теней, или судьбина русского языка» – неизвестное сочинение Семена Боброва). Статья, публикация и комментарий Ю. Лотмана и Б. Успенского // Труды по русской и славянской филологии, XXIV. Учен. зап. Тартуского гос. ун-та. Тарту, 1975. Вып. 358. С. 168 – 254.
4. Туровский Р. «Региональная идентичность в современной России» // Формирование демократических ценностей в России. Гендальф, 1999.

BASIC PROBLEMS AND PERSPECTIVES OF THE TECHNICAL TRANSLATION IN THE PROFESSIONAL SPHERES TEACHING

Даниловских Е.А., Алексеева Л.М.

Translation studies has become one of the main debatable topics in recent years. The translation discourses are various and deal with nearly every sphere of industry or innovative production since the contribution between the companies and corporations is growing rapidly every day. Thus the questions of ‘proper’ translation are becoming more and more urgent and deal with the spheres, where traditionally they were not of great importance, such as technology, engineering, electronics and additional manufacturing. In modern science these translation discourses are studied in methods and techniques that allow regarding the text which is not just understandable but also technically verified and terminologically clear for the engineers of the target language. In other words, translation of the technical texts combines some features of translation that deal with the grammatical and logical text-building and deep knowledge of the professional material and engineering processes. It means, the integration between the theory of translation studies and technical experience is

regarded from the point of view of the typology of the technical text and not taking into consideration only terminology.

The translation teaching techniques though are also changing their previous forms and address the professional knowledge and the terminology apparatus exploration from the point of view of terms etymology, word-building and conceptual meaning. Thus, training the translation of modern professional technical texts requires not only the fluent language competence and comprehension but also adequate professional skills. Following this, it becomes necessary for the teacher to master some technical subjects. Unfortunately, tools, methodologies and training in industrial spheres are not of great quality for those who are not skillful professionals in the appropriate field. The preparation of specialists of this kind demands new ways of teaching. The integration between foreign language teachers and technicians seems essential for the development of a new interconnected teaching to provide industries with interpreters and translators of a new generation.

Another essential problem of the technical translation teaching is in the sphere of term concept incongruity typical to the Russian and English terminology systems. This issue deals with understanding from the point of view of the term and definition formation. It is also connected with the authentic texts grammar gaps that sometimes make the translation with the basic constructions kept impossible from the point of view of the textual and contextual meanings of the text given. It should be mentioned that the English language operates terms that can exchange their definitions in the area of one technical field discussed. The problem is that it seems impossible to learn all the meanings of the specific words or terms in the technical field, since the fields are uncountable and the specific meaning of the term given can be differently interpreted from the point of view of different range of technical spheres. The translation in some cases is also connected with the difference in representation of the common and professional knowledge fields, which causes unsuccessful translations from the point of view of the technical terminology peculiarities.

One more problem in connection with the technical translation teaching has to do with the usage of dictionaries. The question comes around the choice between online and paper dictionaries. On the one hand, classical paper dictionaries are seriously checked and published by the real professionals and mature linguists. The information given is likely to be reliable. However, those online dictionaries are able to give simultaneously more different ways of actual translation of the term from the point of view of big amount of the spheres it can be used in. Even though the dictionaries are given in lots of different forms, there are still a great number of

meanings to be defined by the interpreter from the point of view of his/her own professional skills and experience. Thus, it should always be the cooperation of the knowledge given by the professional authors and the experience of the technically professional translator. The semi-expert knowledge should be encountered sometimes as much as the expert one.

To sum up, the approach to the technical translation teaching poses different challenges to translators. Firstly, we have to find new ways of teaching technical translation specialists which combine studies of the necessary engineering sphere and the highest level of the language competence. Secondly, there is a need in the terminology apparatus studying and examining, in order to make an attempt in systemizing the conceptual understanding of technical world of the other language. And finally, the essential thing is in studying technical dictionaries to find the most variable source for the interpretation of the terms.

To add more, the technical discourse is in the beginning of the way of linguistic exploration and field of work to be done is brilliantly large. Thus solving these issues can be of great importance and practical value, and will be presented in the further researches.

FEATURES OF REALIZATION OF ARCHETYPES IN ADVERTISING TEXTS OF CARS

Донченко М.О., Словицова Е.Л.

The purpose of this document is to identify the features of realization of archetypes in advertising texts of cars, the subject of advertising of which are cars and determine the means of their actualization. Advertising as a complex multidimensional phenomenon - social, psychological, linguistic, aesthetic, economic - attracts researchers to various areas of human activity [Bernadskaya 2008; Borisov 2011; Mudrov 2018]. As a result of intensive use of advertising in the media, there is now a need to study the laws of its construction, as well as to study the mechanism of its impact on addressee.

Thus, the relevance of this study is determined by the pragmatic approach, in line with which archetypes are studied as mechanisms of persuasion and motivation of the addressee to a specific action in relation to the subject of advertising. As the main material for the analysis used advertising texts of cars, extracted by continuous sampling.

According to the aim of the study the following tasks were formulated:

- to study the archetype as a scientific concept in linguistics and establish a typology of archetypes;
- to consider advertising text as a linguistic phenomenon;
- to determine the types of archetypes implemented in the advertising texts of cars;
- to study the specifics of the implementation of archetypes in advertising texts of cars;
- to determine the means of actualization of archetypes.

References

1. Bernadskaya Y.S. (2008) *Tekst v reklame: uchebnoe posobie*. [Text in advertising, tutorial]. Moscow. 288 p.
2. Borisov V.N. (2011) *Vliyanie arkhетipov v reklame: actual'nye voprosy svyazey s obschestvennost'yu i reklamy*. [The influence of archetypes in advertising: current issues of public relations and advertising]. Krasnoyarsk. 86-89 pp.
3. Mudrov A.N. (2018) *Osnovy reklamy - 2-ye izdaniye*. [The Basics of Advertising - 2nd edition]. Moscow. 14 p.

VERBAL CAPTION COMPONENT BELOW THE PHOTOGRAPHY IN SOCIAL NETWORK INSTAGRAM AS A SPECIAL TYPE OF CREOLIZED TEXT (BASED ON ENGLISH, SPANISH AND RUSSIAN LANGUAGES)

Желнин А.А., Мильц Е.В.

The study aims to explore a special variety of creolized texts. The term "creolized texts" belongs to the Soviet linguists E.F. Tarasov and Y.A. Sorokin, who define creolized texts as texts whose texture consists of two inhomogeneous parts: verbal (language / speech) and non-verbal (belonging to other sign systems than a natural language). [Sorokin Y.A., Tarasov E.F. *Creolized texts and their communicative function*, 1990]. The relevance of this work is due to the increasing number of creolized texts in modern media culture, as well as the growing interest in the study of their new varieties on modern linguistics side. The concept of a scientific text is based on the works of E.E. Anisimova (1992, 2003), R. Barthes (1980), M. Danesi (2008), U. Eco (1984), and others.

The purpose of this work is to identify the specific features of the captions below the photographs as a special type of multimodal creolized

text and to conduct syntactic and semantic analyzes of captions below the photographs in Russian, Spanish and English.

In accordance with the purpose of the study, the following tasks were formulated:

- to define and consider the interaction of the definitions of multimodal, polycode, and creolized text;
- to characterize the photo caption as a special type of creolized text;
- to conduct a syntactic analysis of photo captions in English, Spanish and Russian;
- to conduct a semantic analysis of photo captions in English, Spanish and Russian;
- to summarize the results of the study and comprehend them from the point of the theory of cross-cultural communication.

References

1. E.E. Anisimova. Text linguistics and intercultural communication (on the basis of creolized texts): study guide for students of the Institute of Faculty of Foreign Languages, 2003, p. 128.
2. E.E. Anisimova. Paralinguistics and text (on the problem of creolized and hybrid texts) // VY. - 1992. - № 1. - p. 71-78.
3. R. Barthes. Camera lucida 1980 C.39.
4. M.Danesi. Applied Aspects of Semiotics / M. Danesi// Critique and Semiotics. - 2008. - Vol. 12. - p. 135-154.
5. U. Eco. Model of semiotic analysis, 1984 p. 80
6. Y.A. Sorokin, E.F. Tarasov. Creolized texts and their communicative function, 1990 p. 27

VERBAL TERMINOLOGY IN PROFESSIONAL PHARMACEUTICAL DOCUMENTS

Ипатова Д.А., Бурдина О.Б.

The term in science is the word concept, which includes an idea of a phenomenon or process, and is represented in a variety of linguistic realities, including in business documentation.

The most important official document in pharmacy is the Pharmacopoeia - a collection of professional standards. The Pharmacopoeia is intended for specialists in the field of production, analysis and control of drugs, and, of course, contains a large number of special terms.

Usually, terms in scientific and business papers are represented by nominal parts of speech, but in our study we turned to verb terminology. The subject of our study is professional pharmaceutical terms-verbs in the Russian State Pharmacopoeia of the 4th edition. Latin is the metalanguage of pharmacy, so we decided to analyze verbs based on the Greek-Latin word-formation fund. Examples of such verb terms:

Культивировать (to cultivate) - “to breed, cultivate, grow”, from lat. cultus - “cultivation”;

Инкубировать (to incubate) - from lat. incubatio (“sitting on eggs, hatching chicks”); actual value - “maintaining the microbial culture at certain parameters for a fixed time”;

Хроматографировать (to chromatograph) - “separate by chromatography”; from Greek. chroma, chromatos - “color, paint”;

Лизировать (to lyse) is from Greek. lysis - “decomposition, decay”: “dissolution of cells and their systems under the influence of various agents, for example, enzymes, bacteriophages, antibiotics”;

Инактивировать (to inactivate) - “block activity or reduce effectiveness”; from lat. “Activus - “effective”;

Иммунизировать (to immunize) - “make immune to an infectious disease”; from lat. immunis is “free, free from anything”.

In the course of the study, we found:

1) verb terms are not presented in all sections of the pharmacopeia. They are found in the chapters “Immunobiological and biotechnological medicines” and “Medicines based on substances of plant origin”. Reason: in these sections important information for the specialist on the synthesis of biotechnological drugs is presented, and such terms help to give an accurate

description without “weighting” the constructions “term-noun + common verb”;

2) the verb form of the term allows you to concentrate, “thicken” the concept, giving it a directed, active action.

References

1. Государственная Фармакопея Российской Федерации. XIV издание. Том 1. Москва, 2018. // Gosudarstvennaya Farmakopeya Rossijskoj Federacii. XIV izdanie. Tom 1. Moskva, 2018. URL: <http://femb.ru/femb/pharmacopea.php> (дата обращения 17.04.2019).

COMPARATIVE ANALYSIS OF REPRESENTATION OF FEMALE IDENTITY IN RUSSIAN AND SPANISH CULTURES BASED ON PROVERBS

Картагена Гомес А., Мильц Е.В.

This document intends to discover through the comparative analysis the linguistic similarities and the differences between the proverbs used in the Russian and Spanish languages regarding the representation of female identity. Proverbs are representations of the stereotypes in the social collective that verbalize the values of, in this case, Russian and Spanish cultures. The methodology is to analyze different aspects of society and compare how both cultures express them and how women are related to these specific aspects. A collection of sayings from different Spanish countries (Mexico, Nicaragua, Spain, Ecuador, Colombia, Dominican Republic.) was analyzed and compared with Russian sayings.

The proverbs were categorized depending on their subjects:

- Woman as an object of discrimination, contempt and symbolic violence
- The idea of a "real" woman: malicious, talkative, deceitful, irrational and dangerous
- The stereotype of an ideal woman: quiet, prudent, submissive, housewifely and hardworking
- Woman and gender relations. Perceptions of family and family life
- Self-identification of women in proverbs

References

1. Добровольский Д.О. (1997) Национально-культурная специфика во фразеологии (I). Вопросы языкознания. N.6. С.37-48. 1997.
2. Телия В.Н. (1996) Русская фразеология: Семантический, прагматический и лингвокультурологический аспекты. Москва. 288.
3. Fernández Poncela A.M. (1993) La constitución del género a través de la cultura popular: cuentos y leyendas. El Colegio de México, México.
4. Bergua J. B. Refranero Español y el Libro de los Proverbios Morales. Ediciones Ibéricas. España. 2014.

MEDIENVIREN IN SOZIALEN NETZWERKEN

Квашнина М.А., Сюткина Н.П.

Im Medienraum gibt es Information, die sich nach dem Prinzip der Infektion verbreitet. Das sind Medienviren. Information kann während der Verbreitung unberechenbare Formen annehmen und auf die Menschen wirken. Die Popularität von Internet und sozialen Netzwerken bietet mehr Möglichkeiten für Medienviren. Solche Viren nennt man Memes.

Wir untersuchten die Reaktion der Benutzer des sozialen Netzwerks «Vkontakte» auf Schaden des berühmten Perm Kunstobjektes «Das Glück ist nicht hinter den Bergen». Wir haben 25 Beiträge in den Perm- und Bundesgruppen «Vkontakte» gemustert. Dort fanden wir 567 Kommentare. In diesen Kommentaren kann man 10 Themen ausgliedern, zu denen die Benutzer sich geäußert haben. Am häufigsten trifft man einfach eine positive oder negative Bewertung: 28% und 30%. Zum Beispiel «*Starke Leistung*» oder «*Ich habe noch keine idiotischere und sinnlosere Aktion gesehen*». 10% äußerten sich zum Image von Perm und Aussehen des Kunstobjekts. Hier gab es zwei Meinungen: «*Wie kann man Inschrift aus großen roten Buchstaben als Kunstobjekt bezeichnen?*» Und «*Unser "Glück" ist Visitenkarte der Stadt geworden*». Andere Kommentarthemen: die Erklärung der Situation, die Behörden und die Verwaltung der Stadt, Witze über Rentenreform, die Kulturrevolution in Perm, Sicherheit eines Kunstobjekts, ähnliche Fälle und die neue Bedeutung des modifizierten Kunstobjekts.

Dieses Beispiel zeigt, wie ein Medienvirus Benutzer zwingt, nicht nur positive und negative Emotionen zu erleben, sondern auch Probleme zu offenbaren und zu diskutieren, die es in der Stadt und im Land gibt.

Häufiger ist negative Bewertung des Ereignisses, und die behandelten Themen betreffen öfter negative Ereignisse. So werden Medienviren eine Quelle von kommunikativer Aggression. Darüber spricht V.A. Sidorov. Sie können eine Quelle von Kriegen oder Genozid sein oder andere Folgen verursachen, so Sidorov.

Literaturverzeichnis

1. Рашкофф Д. Медиавирус! Как поп-культура тайно воздействует на ваше сознание / пер. с англ. Д. Борисов. - М.: Ультра. Культура. - 2003. - 368 с.
2. Сидоров В.А. Медиавирусы как средство коммуникативных агрессий // Гуманитарный вектор. 2016. № 5. С. 122-129.

POLITICAL ASPECTS OF GLOSSY MAGAZINES IN PERM

Кожевникова А.И., Черепанова Л.Л., Шиукаева Л.В.

The purpose of the research was to reveal the specificity of Perm magazine's agenda, especially political topics. The object was a local agenda of glossy magazines.

The main method of the research is statistical comparison. The total volume of the researched material is about 100 articles from 4 magazines: "Sobaka.prm", "Kompanion magazine", "Malina" and "Stolnik". They were published in 2010-2014.

Every local agenda is influenced by the federal agenda [Fokina, 2012]. That is why Perm magazines followed the federal trend of the first decade of the XXI century to elucidate protest movement. Let us consider the following examples: there was an article about Moscow march of protest in "Kompanion magazine" or critical remarks about some State Duma deputies. But a lot of political topics were connected with the Perm cultural project of ex-governor of Perm Krai Oleg Chirkunov. In that period we see the increase of attention to the local political agenda. But then in 2012-2014 the number of these articles decreased. There were some reasons for this process.

Firstly, it correlates with federal trends in the agenda, which reveal the process of depolitisation. One of editor in chief of the above mentioned magazines Valery Mazanov ("Kompanion magazine") tells us in his interview, that there was special "fashion" in the media, but then people with critical statements were removed from federal TV-programms and

newspapers – so they stopped being famous and disappeared from the agenda of the magazines. Secondly, the new governer Victor Basargin was not as bright as his predecessor on the political area. He started to build his image like an antipod .

Thus we see the depolitisation of the magazines.

CINEMA JOURNALISM AS A SYNTHESIS OF DOCUMENTAL AND ARTISTIC IN INTERNET JOURNALISM

Кузнецова Т.А., Мильц Е.В.

The network format of cinema journalism is a new phenomenon in the media. It changes the audiovisual narrative in multimedia platforms of online media. Cinema journalism is a video format, new to domestic journalism, gaining popularity in the West and only mastered in Russia. It partly contradicts tradition of telejournalism and is focused on the platform of online video on the Internet. This format is also referred to in the media as artistic a video journalism and journalism in documentary style. The term “cinema journalism” is used in such media as Channel 4 New and BBC.

Media researcher, journalist and director David D. Gyimah first began to study the format of cinema journalism referring to the online video content that makes Vice Media. He noted that video journalists today are moving away from traditional forms of broadcasting (television language and television ways of constructing stories) and experimenting with elements, techniques and language of cinema making news or stories. Often they turn to documentary techniques to write a “visual” story.

The field of work of cinema journalism is a video journalism. The cinema journalism is not art documentary cinema in pure form. It is an information product. It is based on a fact / event that is conceptualized and told in the form of a visual story.

The distribution site is the Internet (YouTube, the sites of the media themselves, social networks). The format of cinema journalism is the network format of the story. This is an online video story told by means of use of sets of methods, styles and language of cinema. So, cinema journalism is a hybrid experimental format of a video journalism where the features of TV journalism and cinema are mixed. It is explained by genesis of formation of two screen arts – television and cinema on which the format of cinema journalism leans and from which it takes the sources.

The format of cinema journalism can be viewed in the framework of narrative communication where journalism and cinematographic artistry are combined in one narrative story. Cinema journalism builds its stories on video storytelling technology. The five-minute report becomes not just an information product but a short documentary story.

The format of cinema journalism refuses television aesthetics and television constructs of building a story in reports (with a third person commentary) and stories. It builds documentary stories highlighting the hero and his narrative. The position of the journalist in the plot changes – he often finds himself behind the camera, follows the hero, and his story provides the context of the situation. It is an immersive format of journalism, affecting the emotions of the viewers through images and dramaturgy of story.

The format of cinema journalism is most strongly developed by youth alternative media. They strive to create immersive emotional stories in which the facts will be conveyed through the eyes of the heroes of the plot. Their stories and informational plots are relevant, provocative, social, topical and cinematic. Presently the first it was mastered and spread youth internet mass-media of Vice Media and Dazed Media in 2013. They were guided by the manifesto: a video of a new generation. Their audience is young people from 16 to 34 years old, i.e. active Internet users. Later The New York Times, BBC News and some other English-language media joined them.

However, the format of cinema journalism is not a new “phenomenon” in the system of audiovisual communications. Its history begins in the 1920s of the 20th century in the film works of Dziga Vertov. D. Vertov the founder of documentary films and reportage first expressed the factual material of life with the help of the artistic cinema language and turned it into a narrative in his monthly movie news. In the 1950s-1960s young cinematographers of the Cinéma Vérité and Direct Cinema directions took up the concept of Vertov's cinema to make true cinema and create a reportage problem movie. In the period of development of this trend film critics and journalists criticize these directions for being too informative and factual, not typical of cinema. But till today's time the concept of a format of cinema journalism could not be approved

The reasons of a statement of such format lie in several factors such as the development of the Web 2.0 platform, digitalization and media convergence in the media. The boundaries between the traditional genres of journalism are erased and formats of storytelling of various stories appear adapted to the network platform. In addition, the rapid growth of the online video market and its audience. So, in 2018 the audience of the Russian

online video market is more than 100 million viewers. Internet journalism is trying to keep the attention of the audience who grew up immersed in the digital environment, focuses on visual content and its presentation through the story of an exciting storytelling. A hybrid format at the intersection of television journalism and documentary cinema journalism is the approval of this new stage in the development of audiovisual culture.

The cinema journalism could be approved only during an era of digital revolution and Internalization of society when media freely could experiment with formats and more creatively, then before, to approach the ways of presenting information to interact with a network audience.

References

1. Cramerotti A. (2009). *Aesthetic Journalism: How to inform without informing*. Chicago: The University of Chicago Press.
2. Gyimah D. (2018). *Mastering Cinema Journalism – new framing of facts & emotion in newsmaking*. Retrieved Mar 31, 2018 [Электронный ресурс]. URL: <https://medium.com/@viewmagazine/mastering-cinema-journalism-new-framing-of-facts-emotion-in-newsmaking-82e4f9cbc38b> (Дата обращения: 05.03.2019)
3. Gyimah D. (2015). *Cinema is the new television*. Retrieved May 1, 2018 [Электронный ресурс]. URL: <https://medium.com/@viewmagazine/cinema-is-the-new-television-59122f4edf64> (Дата обращения: 05.03.2019)
4. Lancaster K. (2012). *Video Journalism for the Web: A Practical Introduction to Documentary Storytelling*. Routledge.
5. Stolyar T. i-D и Dazed&Confused перезапускают сайты, делая ставку на видео. 2013 [Электронный ресурс]. URL: <https://www.wonderzine.com/wonderzine/style/stylenews/196285-i-d-and-dazed>
6. Westbrook A. (2014). *Breaking open the Magic Box. Who are the pioneers turning online video into art?* [Электронный ресурс]. URL: <https://medium.com/story-design-for-nonfiction/breaking-open-the-magic-box-dfd7e25a4a8d> (Дата обращения: 05.03.2019)
7. Дмитриев О. А. Изменения в форме подачи видеоматериалов на мультимедийных площадках альтернативных медиа (на примере каналов RT, AL JAZEERA, LIFE) // *Экранное искусство. Прошлое, настоящее, будущее. Материалы всероссийской науч.-практ. конференции (24 ноября 2016 г.)*. М., 2017. С. 45-58.

MONITORING OF THE FORMATION OF THE TERMINOLOGICAL COMPETENCE

Кунгурцев А.В., Алексеева Л.М.

The acquisition and application of professional knowledge, in particular terminological knowledge, are seen as decisive competitive factors in the knowledge society of the XXI century [Antia 2007, Temmerman 2009, Алексеева, Мишланова 2018, Лейчик 2009]. In modern society the exchange of knowledge is increasing steadily and professionals need to agree on the meaning of terms. Terminology concerns with describing and naming concepts in professional domains. Since concepts are the building blocks of professional knowledge, it follows that terminology is a knowledge-intensive activity.

Despite much talk about the importance of professional knowledge, little research shows how to identify and measure terminological knowledge. In our research we discuss the competence approach to terminological knowledge. The development of a professional knowledge-based system is viewed as a terminological activity. We mark that the works of Permian terminologists, especially their general theory of terminology, have been an inspiration for our research [Алексеева, Мишланова 2013, 2016, 2018, 2019].

This paper discusses results of a monitoring project aimed at revealing the level of the formation of the terminological competence (MFTC). We concentrate at the development of a comprehensive methodology for the testing of the quality of the terminological knowledge acquisition.

Three basic issues linked with MSTC are discussed: (i) terms and their role in the professional knowledge, (ii) the methodology of monitoring of the terminological competence of students [Коваленко 2012], (iii) main principles of viewing the results of monitoring. We connect these issues with the actual activities that a specialist has to undertake. We also evaluate the competence approach and discuss experiences and future developments. The competence approach is regarded by means of an experiment aimed at examination of students' ability in terms identification.

Three basic theoretic premises underlie the ideas presented in this research. First, we assume that cognition is a consistent structural human activity [Семиотика 2001: 98-110]. Second, we use the definition of a term worked out by Permian terminologists [Алексеева, Мишланова 2013,

2016, 2018, 2019; Алексеева, Мишланова, Бурдина 2016; et al.]. Third, we believe that the capabilities of the MFTC have a great impact on the process of professional knowledge acquisition by the students.

In this research we adopt the competence perspective of professional knowledge acquisition. We discuss the principles that underlie this approach: (i) the introduction of a three-layer model as a means to cope with the complexity of the terminological competence evaluation, (ii) the importance of terms identification as a criterion of the terminological competence.

Monitoring was conducted with Bachelor students and Art students of the faculty of modern foreign languages and literatures. 30 respondents (15 Bachelor students and 15 Art students) took part in the experiment.

Given the competence approach to professional knowledge acquisition it is of vital importance that a specialist acquires a language in which various ideas can be formulated by means of terminology. Such a language is not only important for the professional knowledge-acquisition process itself, but also for communication and knowledge creation.

The major challenge for the MFTC is to find an adequate answer to the question of how to measure students' ability to distinguish terms.

In the MFTC we distinguish three separate steps, namely, (i) before-step, (ii) during-step and (iii) after-step.

(i) *Before-step.* The aim of this step was to work out the necessary material and tools for the monitoring. We have selected a fragment from the monograph of a well-known American linguist Steven Pinker "Language Instinct" (1994, pp. 234-235). The general volume of the text was 2940 signs. Before the monitoring we have analyzed the selected text for the reason of terminological mapping. We have got the following picture: the text contained 35 general scientific terms, 21 interdisciplinary terms, 21 domain terms and 14 metaphorical terms.

(ii) *During-step.* The main content of this step was the monitoring itself. The task for the monitoring, given to the students, was to identify the terminology in the suggested text. The time for the task was 60 minutes.

(iii) *After-step.* The aim of this step was data processing.

It is interesting to see that, there are no significant differences at the level of terminological competence, associated with the identification of various types of terms. However, the level of terms identification of domain terms is the highest among all the other ones (28% comparing to the average 10%). We believe that domain terms are most familiar with the students, and for this reason are easier identified.

The obtained results of the research are significant. The MFTC allows stating the following conclusions:

- respondents showed a low level of the formation of the terminological competence (15.6% comparing to 100% expert results);

- the analysis of respondents' answers indicated that the level of the formation of the terminological competence of Bachelor and Art students is steady and do not reveal signs of dynamics.

The terminological approach outlined in this research is based on a cognitive view of knowledge and offers a way of testing the professional knowledge. We position our research framework in relationship to recent developments in cognitive terminology and linguodidactics, since the study of specialized language, terminology and professional competences is undergoing a cognitive shift. We consider the MFTC to be a major research issue. Furthermore, monitoring is a very powerful aid for the special knowledge testing. We understand that our research was limited by a small size of samples and tasks. Therefore, it would be justified to conduct further, more extensive studies involving a larger number of respondents and tasks. In a further research we are exploring the possibility of describing the terminological competence that is specific for classes of application domains. These descriptions will be based on a much more task-specific ontology.

References

1. Алексеева Л.М., Мишланова С.Л. Когнитивно-дискурсивные аспекты терминологической компетенции // Когнитивные исследования языка. Вып. XXXVII, 2019. С. 383–387.
2. Алексеева Л.М., Мишланова С.Л. Актуальные проблемы когнитивного терминоведения: терминологическая компетенция // Когнитивные исследования языка. Когнитивные исследования языка. Вып. XXXV. ИЯ РАН: Москва; Тамбов, Издательский дом ТГУ им. Г.Р.Державина, 2018. С. 473–479.
3. Алексеева Л.М., Бурдина О.Б., Мишланова С.Л. Терминологическая компетенция как основа знания, познания и профессиональной коммуникации // Материалы Всероссийской научно-учебно-методической конференции «Методические и лингвистические аспекты греко-латинской медицинской терминологии» 18–20 октября 2016 года в г. Санкт-Петербург, ПСПбГМУ им. Академика И.П. Павлова. С. 7-12.
4. Алексеева Л.М., Мишланова С.Л. К истокам отечественного терминоведения // Актуальные проблемы германистики, романистики и русистики. Материалы ежегодной межд.науч.конф. 1-2- февраля 2013 г. УрГПУ, г.Екатеринбург, Россия. С. 262–272.
5. Коваленко И.В. Педагогический мониторинг как средство управления качеством образования // Известия ТулГУ. Гум-е науки. №1, 2012. С. 262-271.
6. Крупченко А.К., Кузнецов А.Н. Основы профессиональной лингводидактики. М.: АПКИП-ПРО, 2015. 232 с.
7. Лейчик В.М. Терминоведение: Предмет, методы, структура. Изд. 4-е. М.: Книжный дом «ЛИБРОКОМ», 2009. 256 с.

8. Antia, B.E. (ed). Indeterminacy in Terminology and LSP. Amsterdam/ Philadelphia: John Benjamins, 2007. 236 p.
9. Temmerman, R. Towards New Ways of Terminology Description. The Sociocognitive Approach. Amsterdam/Philadelphia: John Benjamins, 2009. 258 p.

THE “SIZE” SEME IN LATIN AND RUSSIAN ANATOMICAL TERMS

Лаздовская Е.М., Неуймина В.В., Бурдина О.Б.

Anatomy is one of the oldest parts of medical science, and it continues to develop today. Anatomical terminology is not just the names of body parts, organs, tissues, muscles, etc. Each terminological unit has its own motivation and derivation aspects.

This study is aimed at Latin and Russian terms having the “size” seme, i.e. lexical units implying the structure, shape, size of anatomical formation when compared with other objects.

For comparative characteristics in anatomical terminology suffixes that form the diminutives (words conveying a slighter degree of its root meaning) are used. According to our survey, in Latin anatomical terminology for the formation of diminutives suffixes -ul-, -cul-, -ill- ell- (*lobules* – «slice», *tuberculum* – «mound», *foveola* – «dimple») are used. In Russian anatomical terminology suffixes -к- (for feminine nouns: *лунка*, *железка*), -ок-, -ек-, -ик (for masculine nouns – *зрачок*, *бугорок*, *хрусталик*) are used in the same way. In both Latin and Russian language the motivating base for diminutives’ construction is often anatomical formation the term is compared to: *железка* (от *железа*), *головка* (от *голова*), *позвонок* (от *позвоночник*), *glandula* (*железа*), *testicular* («яичко»).

To denote size in Latin anatomical terminology positive, comparative and superlative adjectives are used: *Musculus adductor femoris magnus* (a large adductor muscle, the positive degree of the adjective *bonus*), small gluteal muscle (*Musculus gluteus minimus*, superlative of the adjective *parvus*). In Russian anatomical terms only the initial (positive) degree of the adjective is used: *small omentum*, *large omentum*.

Studying the motivation of names of anatomical terms will help to better understand the characteristics of the human body and expand the motivational base for the names of drugs.

References

1. Medical Latin-Russian dictionary of anatomical terms [Electronic resource]. URL: <https://www.kakras.ru/mobile/latin-anatomic-dictionary.html> (accessed 18.05.2019).
2. Plotnichenko B. G., Bondarenko M. A. Latin terminology in the course of human anatomy: textbook. - Tula: Publishing house of Tulgu. 2006.
3. Fasmer M. Etymological dictionary of the Russian language [Electronic resource]. URL: <https://azbyka.ru/otechnik/Spravochniki/etimologicheskij-slovar-russkogo-jazyka-farmer/> (accessed 18.05.2019).

WORLD OF NATIONAL TRADITIONS IN THE STORIES BY A.P. CHEKHOV AND LU XUN

Ли Шуан, Моисеева А.А., Шиукаева Л.В.

The paper discusses the national traditions in the works of the two writers. The object of our analysis are the texts: “Petrov Day”, “Holiday Service”, “Holy Night”, “Meleuzga”, “At Christmas Time” by A.P. Chekhov; "Excitement", "Drug", "Kun Yi-chi" by Lu Xun. The paper investigates the images of national traditions found in these works, it shows the similarities in both authors: Both writers describe how traditional holidays are held in their homeland, and people should always remember family and friends, because it is the only way not to lose them. The paper also shows the differences between the two authors: different climates and human environment make them different, it is vividly seen in such traditions as eating habits.

The analysis of the world by A.Chekhov and Lu Xun has revealed the following difference: Russians like to eat pancakes most of all, whereas for Chinese people, rice is the favourite food. Russian people like to eat fresh food more (fresh fish, pancakes, caviar, etc.), but Chinese people like to eat food after pickling (sour vegetable, molded dried vegetable). Russians like to drink alcoholic beverages which are strong in alcohol (vodka, liqueur); Chinese people like to drink alcoholic beverages that are low in alcohol (yellow wine). Russians like to have high-energy meals (oily, rich taste), the Chinese prefer to have meals that are nutritious enough to eat (stewed or fried vegetables).

The conclusion is that although all these differences exist, the essence of the holidays remains, because we equally value traditions, love our families and wish our descendants to be happy in future.

GENRE-STYLE FEATURES OF OFFICIAL-BUSINESS DOCUMENTS

Лиханова У.Л., Ширинкина М.А., Шнукаева Л.В.

The ability to master the speech genres (SG) of professionally significant areas of communication is the most important component of a specialist's speech competence, an integral status characteristic of an individual. The concept of speech genre allows us describe to systematically the significant properties of texts of a particular area of human activity. Since the concept of speech genre is a component of the vertical system "style - substyle – genre – text", it is natural to expect that each genre comprises common features style. However, each of the genres has its own specifics. In everyday life we often encounter improper use of speech genres. SG Orders and Directions are often used as synonyms. However, there are differences in the form and content of these documents that have emerged in the process of office work.

The aim of the paper is to describe the genre features of the Order and Direction. The basis of the study is a model of SG, developed by T.V. Shmeleva. It includes seven constructive features, which are possible parameters for describing speech genres of different spheres of communication. According to T.V. Shmeleva, the most typologically significant constructive sign is a communicative goal that allows us to select several groups of SGs. Each group is characterized by originality in the use of multi-level language means. So the major style forming feature is the COMMUNICATIVE PURPOSE. The next parameter of the description of the SGs is the "AUTHOR'S IMAGE - the main category of text formation, along with the ADDRESSEE'S IMAGE, which form the linguistic and extralinguistic factors of text formation". The following most important reasons for the classification of SGs, according to T.V. Shmeleva, there are two symmetric signs that depend on the place of SGs in the process of communication - IMAGE OF THE PAST and IMAGE OF THE FUTURE. The image of the past makes it possible to distinguish between initial SGs

(ie, those that start communication) and reactive SG, which by nature are a continuation of communication, a reaction to initial SG.

Another parameter necessary for the characteristics of the SGs is DICTUM CONTENT. This sign refers to non-verbal reality. Despite the fact that the same dictum content can be represented by several genres, the character of the dictum is important for each of the SGs. As necessary for the selection of dictum information, signs of T.V. Shmeleva singles out the CHARACTER OF ACTORS, RELATIONS OF ACTORS AND PARTICIPANTS OF SPEECH, THE TIME PERSPECTIVE OF THE DICTUM, EVALUATION OF THE DICTUM EVENT. The last sign highlighted by TV. Shmeleva, - LANGUAGE IMPLEMENT SGs.

The comparative analysis of the two genre varieties of business community, the Order and the Direction, which are close in their communicative purpose, enables us to identify some differences, showing the peculiarity of each of them:

1. The period of validity of the Order is long, the document is valid until the cancellation of the order, whereas the Direction is characterized by short duration and is valid until the moment of its realization. The Order is aimed at resolving operational issues, the Direction, as a rule, is a means of regulating legal relations.

2. The Orders belong to the primary SGs, creating the basis for the further functioning of any system. The Direction is a document that introduces some changes, additions to the existing situation. Therefore, it is possible to make changes to the Orders, and the Directions are always reissued.

3. The addressee of the Order is a person with special powers, who controls a certain system (the head of the subject), a group of people. The Order recipient can be both the head of the subject or the head of its branch, division or department.

Thus, the material demonstrates, on the one hand, the stylistic-speech consistency of the official business functional style, on the other hand, the peculiarity of a separate genre variety, due to various extra-linguistic parameters.

USE OF WEB-QUEST TECHNOLOGY IN THE EDUCATIONAL PROCESS

Лобашева А.А., Ширинкина М.А., Шиукаева Л.В.

Modernization of the education system involves the formation of new models and technologies of educational activities that use information computer technologies (hereinafter also referred to as ICT). Numerous studies are devoted to the study and description of ICT [Bovtenko 2005; Ovchinnikova 2006; Polat 2009]. However, the question of their use in the syllabus remains relevant, since it is ICT that makes it possible to fully realize the pedagogical functions of new educational methods.

With the spread of the Internet, the educational web-quest technology occupies an important place in the modern learning process. "A web quest is a problem task with elements of a role-playing game, for the fulfillment of which information resources of the Internet are used" [Baguzina 2010: 262]. With the help of this technology the teacher can organize an interactive search work of students, during which they are guided by an independent search for knowledge, as well as set parameters for this activity and monitor its implementation.

The characteristic feature of educational web-quests is that the information provided for individual or group work of students is contained on various websites. With the help of hyperlinks students travel in the information space solving learning tasks, performing certain tasks in the process of studying a topic.

To create a high-quality educational web quest, you need to select a site that has a special matrix (template). For example a web-quest on the theme "Experts of Stylistics" the JIMDO system was used. On the "home" page, a brief introduction is provided, and on the "rules" page - a step-by-step instruction on how to perform the tasks. The quest we have developed includes two levels, each of which offers students different roles: historians, linguists, stylists and correctors. To complete the first level of the quest on the page "sites helper" there is a list of Internet resources. Students can find information in accordance with the selected role as well as a dictionary-reader, including materials that will be useful for performing tasks. At the second level of the quest, students are encouraged to create their own exercise on the Learningapps.com service. At the end of the quest, a group of students exchange their exercises and do them.

It seems that this web quest will help students to develop their search activities, arouse interest in the discipline and a certain topic.

Thus, in the process of working on a web quest, the teacher is no longer the main source and translator of knowledge - the student acquires knowledge independently. The use of this technology contributes to the formation of students' interest in the study of educational material and improve the quality of intellectual abilities, as well as the realization of creative potential of students.

References

1. Baguzina E., et al. Technology for developing web quests when students learn a foreign language. Knowledge. Understanding. Skill. 2010. No. 2. pp. 262–265.

LES MUTATIONS DE L'ÉCONOMIE FRANÇAISE DU XIV-ÈME SIÈCLE À NOS JOURS

Лубнин Я.С., Шалгина Е.А.

Depuis 7 siècles, la France a parcouru un long chemin dans l'économie de son pays, elle est passée du secteur agro-industriel à l'industrie chimique, générant des milliards de dollars de profit chaque année, ainsi que le marché des technologies de l'information en pleine expansion, devenant l'un des pays les plus riches et les plus sociaux du monde. Voyons rapidement comment elle l'a fait.

Louis Saint a fait beaucoup de choses pour la France, de la croisade à la création d'ateliers qui l'ont fait pour son armée, et la proximité de la France avec l'Espagne et la Flandre a donné un élan considérable au développement de la première industrie de la machine, ainsi qu'au 14ème siècle, les Normands et la Bretagne. a commencé à fournir des tissus de laine et de lin destinés à la consommation en France et à l'exportation vers l'Angleterre. Le développement de la viticulture en France n'est pas non plus passé inaperçu. À peu près au même moment, l'exportation de vin et de sel, principalement par l'intermédiaire de négociants de la hanséatique, avait déjà une taille considérable. Grâce au roi Franz 1, des fabriques de soie sont apparues dans le sud et, grâce à Henri IV, du verre, du lin, de la laine et du velours ont été fabriqués à cette époque.

Parlons maintenant de l'économie de la France au 15-16e siècle de notre ère. La découverte de l'Amérique par Columbus a donné un élan

considérable au développement de l'industrie française. Depuis la France a fourni à l'Amérique une quantité énorme de biens divers et reçu de l'argent pour le développement de leur pays. Dès le 15^{ème} siècle, une quantité énorme de vin et de sel était exportée vers les terres espagnoles, les Pays-Bas et l'Angleterre, des produits en soie et en velours, ainsi que divers tissus et articles de luxe d'origine française, étaient largement vendus aux Pays-Bas, en Angleterre, en Espagne et au Portugal. En conséquence, en France, une énorme quantité d'or espagnol et d'argent a commencé à circuler et à se transformer en bijoux deluxe. Cependant, la brillante période de l'industrie française venait de commencer avec Colbert. Parmi tous les pays où il a écrit les meilleurs travailleurs pour le développement de l'industrie en France, il a acheté le meilleur équipement et a invité les meilleurs artisans à surveiller l'équipement. Au XVII^{ème} siècle, grâce à un système douanier unique et bien conçu, la France offrait un marché pour l'industrie locale ainsi que des exigences et un ordre stricts dans toutes les branches de l'administration. L'année de la «mort», la France comptait jusqu'à 50 000 métiers dans les usines, 50 millions de produits en soie étaient en soie, la France atteignait 28 millions de francs en recettes publiques, une excellente pêche et une grande et puissante flotte marchande faisaient de la France l'un des pays les plus riches du monde.

À l'époque de Napoléon, l'économie subit de très grands changements et, malgré les turbulences de la révolution et les guerres incessantes de Napoléon, elle ne pouvait pas être particulièrement utile au bien-être de l'industrie française, qui perdit l'essentiel de son commerce maritime ses colonies conquises par d'autres rois d'une armée puissante et l'une des flottes les plus puissantes de l'histoire de la France, mais l'élimination du système féodal permit à l'industrie française de prospérer. Allemagne et dans tous les autres pays couverts par le système continental. Napoléon, dans son langage lapidaire, a déclaré: "L'État, qui dans les relations du monde moderne suivrait le principe du libre-échange, serait transformé en poudre."

L'économie de la France du milieu du 20^{ème} siècle à nos jours. Au milieu du XX^e siècle, la création de l'Union européenne a été une avancée majeure après la destruction de la France lors de la Seconde Guerre mondiale, ce qui a permis une croissance sans précédent du développement de l'économie factionnelle du milieu du XX^e siècle à nos jours. La France est la 6^{ème} économie mondiale en 2018 et la 10^{ème} économie en chiffres de PPA. C'est la 3^{ème} économie de l'Union européenne après l'Allemagne et le Royaume-Uni. La France a une économie diversifiée. L'industrie chimique est un secteur clé pour la France, contribuant au développement d'autres activités manufacturières et contribuant à la croissance économique. L'industrie du tourisme en France est une composante majeure de

l'économie, la France étant la destination la plus visitée au monde. Sophia Antipolis est le principal pôle technologique de l'économie française. Paris est classée comme la ville la plus élégante du monde, propulsant l'agglomération de l'industrie de la mode. Selon le FMI, en 2018, la France était le 25e pays au monde en termes de PIB par habitant avec \$ 45775 par habitant.

References

1. Economy of France [Электронный ресурс]. URL: <https://vk.cc/9irkYO> (дата обращения: 18.04.2019).
2. EconomicData [Электронный ресурс]. URL: <https://vk.cc/9iOZ0T> (дата обращения: 19.04.2019).

JUGENDPROBLEME

Мамонова А.И., Неганова А.Р., Филиппова А.А.

Jugend ist die schönste Zeit im Leben, aber die Jugendlichen haben auch Probleme, z. B. schlechte Gewohnheiten. Rauchen und Alkohol sind gesundheitsschädlich [Persönlichkeitsentwicklung]. Das wissen fast alle Jugendlichen, aber einige Menschen rauchen und trinken zu viel Alkohol doch.

Hauptmotiv für den Alkoholkonsum ist "weil es mir schmeckt" (48,5 Prozent, Mehrfachantworten möglich), bereits gefolgt von "weil es die Stimmung verbessert" (28,9 Prozent). Bei der Motivation für den Tabakkonsum liegen "Weil es mir schmeckt" (38 Prozent) und "weil es mir hilft, mich zu entspannen" (37 Prozent) Kopf an Kopf. [Das Rauchen und Saufen ist unter Studenten beliebt 2010].

Die Jugendlichen haben auch soziale Probleme. Heutzutage gibt es viele Möglichkeiten, Menschen kennenzulernen (Facebook, Sportverein). Aber einige Jugendliche fühlen sich trotzdem einsam. Dafür gibt es viele Gründe. Einige ziehen weg und verlieren den Kontakt zu ihren bisherigen Freunden. Aber die Psychologen sind der Meinung, dass viele dieser Beziehungen auf einem oberflächlichen Level steckenbleiben [Nie allein 2018].

Wir haben eine Umfrage unter den Studenten der Permer Universität zum Thema „Jugendprobleme“ durchgeführt. Die meisten Studenten haben keine schlechten Gewohnheiten und treiben Sport. Aber es hat sich herausgestellt, dass sich die Hälfte der Befragten allein fühlt. Und fast drei Viertel der Befragten haben Probleme, die sie nicht lösen können. Aber die meisten Studenten geben an, dass es in ihrer Umgebung Leute gibt, die ihnen helfen können.

Literaturverzeichnis

1. Persönlichkeitsentwicklung [Электронный ресурс]. URL: <https://entwicklung-der-persoenlichkeit.de/stress-wird-durch-schlechte-gewohnheiten-verursacht> (дата обращения: 02.04.2019).
2. Das Rauchen und Saufen ist unter Studenten beliebt: Jeder Vierte hängt an der Flasche [Электронный ресурс]. URL: <https://www.news.at/a/rauchen-saufen-studenten-jeder-vierte-flasche-278691> (дата обращения: 02.04.2019).
3. Nie allein, aber auch nie wirklich zusammen – warum so viele junge Menschen so einsam sind 2018 [Электронный ресурс]. URL: <https://www.stern.de/neon/herz/einsamkeit--warum-leiden-so-viele-jungen-menschen-darunter--7848546.html> (дата обращения: 01.04.2019).

ZOLLSYSTEM IN DEUTSCHLAND

Мирошниченко Е.Р., Сюткина Н.П.

Der Zoll ist eine moderne Wirtschaftsverwaltung des Bundes. Die Bundeszollverwaltung ist ein Bestandteil der Bundesfinanzverwaltung. Sie ist dem Bundesfinanzministerium unterstellt. Die Bundeszollverwaltung wird seit 1. Januar 2016 neu organisiert. Die Generalzolldirektion vereinigt Teile der bisherigen 3. Abteilung des Bundesfinanzministeriums, die Bundesfinanzdirektionen, das Zollkriminalamt und das Bildungs- und Wissenschaftszentrum der Bundesfinanzverwaltung unter einem Dach. Jetzt besteht die Zollverwaltung nur noch aus der Generalzolldirektion und den Hauptzollämtern und Zollfahndungsämtern. Die Generalzolldirektion hat ihren Hauptsitz in Bonn. Die mittlere Verwaltungsebene des Zolls bilden fünf Bundesfinanzdirektionen mit Sitz in Hamburg, Potsdam, Köln, Neustadt und Nürnberg. Zu der mittleren Verwaltungsebene des Zolls gehört auch das Zollkriminalamt. Es befindet sich in Köln.

Die wichtigsten Aufgaben des Zolls sind folgende:

1. Zölle und verschiedene Bundessteuern zu erheben;
2. Einhaltung der Verbote und Beschränkungen im grenzüberschreitenden Warenverkehr zu überwachen;
3. Schwarzarbeit zu verhindern und zu verfolgen;
4. Einhaltung von Mindestlöhnen zu kontrollieren.

Rund 39000 Zöllnerinnen und Zöllner sichern täglich die Leistungsfähigkeit des Gemeinwesens, fördern den Wirtschaftsentwicklung von Europa und tragen der Stabilisierung der Sozialsysteme bei. Sie schützen die Wirtschaft vor Wettbewerbsverzerrungen. Sie schützen auch die Verbraucher vor mangelhaften Waren aus dem Ausland. Wichtig ist natürlich auch, dass der Zoll die Bevölkerung von den Folgen grenzüberschreitender organisierter Kriminalität schützt.

Als eine der größten Bundesverwaltungen hat sich Zoll immer wieder rasch und flexibel an neue politische und wirtschaftliche Entwicklungen angepasst. In den letzten Jahren hat der Zoll an Bedeutung gewonnen. Seine Arbeit ist heute wichtiger denn je.

Literaturverzeichnis

1. Bundesministerium der Finanzen. URL:
<https://www.bundesfinanzministerium.de> (дата обращения: 28.03.2019).

THE ACTIVITY OF YOUTH ORGANIZATIONS IN THE CONTEXT OF POLITICAL AND SOCIO-CULTURAL INTEGRATION IN AFRICA

Музыка О.Э., Беляева Н.М.

The democratization of African countries entail multiple difficulties, such as the low level of social inclusion of both individual social groups and the population as a whole. Reforms carried out in a short historical period, being contradictory and inconsistent, have exacerbated a number of economic, political and socio-cultural problems. In this situation, young people have proved to be the most vulnerable category of the population, because as a special socio-age group, they constitute a significant part of the population in most African countries. There is the sharp decrease of the socio-economic status of young people, the growth of youth unemployment, the deepening of social differentiation due to the restriction of youth access

to education and cultural values. The low level of young people participation in voting becomes an obstacle to the establishment and development of democracy and democratic institutions. The crisis of educational and cultural policy, being part of the systemic crisis of society, has the most acute impact on young people, because education and leisure are the leading areas of personal self-realization and socio-cultural integration of young population. In the conditions of instability, fragility of social relations, low level of youth involvement in public institutions, the need for strengthen and develop the processes of integration of youth in politics, economy, education and culture is becoming apparent, because the marginalization of such an important part of society as youth, complicates further development, strengthening of social and democratic institutions.

From a scientific point of view, the necessity of studying youth policy in Africa resulted from the limited data on its design and implementation in the region under consideration, since African countries are at the different stages of youth policies development and implementing.

Based on the relevance of the subject and the inadequate degree of its scientific development, the aim of the study was defined, which is to determine the role of youth organizations in the process of political and socio-cultural integration of young people in Africa (by the case of Botswana, Mauritius and South Africa).

The methodological basis of the research is a set of theories: the theory of integration of K. Deutsch and the humanistic concept of the youth of M. Ilyinsky. K. Deutsch considered the main driving forces of integration are not only national States, but also party systems, pressure groups and other participants in the domestic political arena. According to the theory of M. Ilyinsky about the youth organizations, it is necessary to consider each organization in inseparable connection with youth problems and the social policy pursued by the state. Youth organizations were studied by the researcher from the point of view of institutionalization of social and political participation of youth, its subject participation in the implementation of state policy.

The main method of research is cross-regional comparative analysis, which makes it possible to identify the mechanisms and specifics of the process of political and socio-cultural integration of youth based on a comparison of the activities of youth organizations.

During the further study in order to develop working definitions in accordance with the study purposes the author analyzed the definitions of the concept of integration, including political and socio-cultural integration, developed in the human sciences; analyzed the strategies of the national youth policy to determine the directions and substance of the integration

policy; analyzed the statutes and program documents of youth organizations to determine the directions and objectives of their activities; defined the mechanisms used by youth organizations for political and socio-cultural integration of young people in the cases under consideration.

Integration in the context of this research is considered as the direction of the state youth policy for the integration of youth in the sphere of politics, economy, education and culture, implemented at the level of activity of youth public organizations, in order to form a stable, just society based on the principles of social inclusion and protection of human rights.

The sources of the study are presented by the scientific publications and articles dealing with the processes of integration; the concepts and programs of the national youth policy of African countries, the statutes and program documents of the African youth public associations, news articles published in the Internet and African youth public organizations pages in Facebook, performances of leaders and activists of youth organizations.

In the first chapter, the author examines theoretical approaches to the concept of integration and integration policies in Botswana, South Africa and Mauritius. The activities of youth organizations as actors of integration policy were studied in the second chapter. The role of youth organizations in the political and socio-cultural integration of youth is presented in the third chapter of the research.

The activities of youth organizations in Botswana, South Africa and Mauritius are mainly aimed to integration the youth groups such as pupils, students, university graduates, young entrepreneurs, the unemployed, young women and people with disabilities into society, which can be seen in the tasks, directions and forms of these activities. Orientation to these target groups is due to the high level of unemployment of the young population, which actualizes the need to solve this problem at the stage of school education, through career-oriented practical classes with students and continues at the level of higher education institutions, where students are provided with multilateral support in training and further employment and business.

A significant number of areas of youth education and employment confirm the priorities of national youth policy strategies with a primary focus on economically active and capable young people, and the desire of African countries to achieve socio-economic integration of young people.

The active work of the youth branches of political parties and educational and public organizations to increase the political activity of young people demonstrates the determination of African States to include the younger generation in the sphere of politics and political decision-making, since it is young people, as the predominant demographic group,

who are the engine of democratic transformations necessary for sustainable development.

Youth party branches and specialized educational organizations, such as The Organization for Youth and Elections in Botswana (OYEBO) and the South African Youth Movement (SAYM), to increase the civic engagement of young people use the tool of *information propaganda*, which includes consistent informing about the upcoming national elections, candidates, election programs, call for registration to vote.

Outreach activities carried out by youth education and education and awareness organizations serve as an auxiliary tool for political mobilization of the youth community and include the organization of youth conferences with reports on the role of youth in elections, the organization of regional seminars about the importance of voting, democracy and its values, training sessions, public youth discussions and debates on youth policy.

The most important means of social and cultural integration in the considered countries are religious youth associations, which play a compensatory role in the situation of non-optimal conditions of social and cultural integration. In the conditions of underdevelopment of the system of youth cultural and leisure organizations, the Church assumes the role of an educational institution.

To conclude, in view of the lack of integration effectiveness of such public institutions as the Institute of state power, education, which includes schools and universities, youth organizations, being created on the initiative of "top" or "below", take on the task of including young people in the system of public relations, their support and protection.

References

1. Библиотека Гумер. (б.д.). 26 основных понятий политического анализа. Получено 27 Ноябрь 2018 г., из https://www.gumer.info/bibliotek_Buks/Polit/Article/26pon.php
2. Вебер, М. (б.д.). Библиотека Гумер. Избранные произведения, 531. Получено 21 Ноябрь 2018 г., из https://www.gumer.info/bibliotek_Buks/Sociolog/vebizbr/06.php
3. Клод, Б. (б.д.). Человек и Наука - библиотека диссертаций по гуманитарным наукам. Особенности развития демократии в странах тропической Африки. Санкт-Петербург. Получено 15 Март 2019 г., из <http://cheloveknauka.com/osobennosti-razvitiya-demokratii-v-stranah-tropicheskoy-afriki>
4. Коновалов, В. Н. (2001). Словарь по политологии. Ростов-на-Дону: Ростовский государственный университет. Получено 2 Декабрь 2019 г., из <http://window.edu.ru/resource/681/37681>

5. Луков, А. В. (б.д.). Знание. Понимание. Умение. Молодежная политика: концепция И.М. Ильинского. Получено 25 Ноябрь 2018 г., из <http://journals.mosgu.ru/zpu/article/view/251>
6. Политические процессы в Африке. (б.д.). Получено 16 Март 2019 г., из Справочники от Автор24: https://spravochnik.ru/politologiya/politicheskie_processy_ponyatie_i_osobnosti/politicheskie_processy_v_afrike/
7. Попова С.В., Попов, М.Е. (2015). Социокультурная интеграция российского общества как способ консолидации этнических культур. Исторические, философские, политические и юридические науки, культурология и искусствоведение. Вопросы теории и практики, 130-132. Получено 21 Февраль 2019 г., из <http://www.gramota.net/materials/3/2015/7-1/35.html>
8. Сартори, Д. (2003). Искажение концептов в сравнительной политологии (III). Полис, 67-77. Получено 2 Декабрь 2018 г., из https://www.politstudies.ru/index.php?page_id=453&id=3269&at=a&pid=
9. Табылгинова, Л. А. (б.д.). КиберЛенинка-научная электронная библиотека. Основные научные подходы к понятию "социальная интеграция". Получено 26 Ноябрь 2018 г., из <https://cyberleninka.ru/article/n/osnovnye-nauchnye-podhody-k-ponyatiyu-sotsialnaya-integratsiya>
10. Шоисматуллоева, З. Ш. (б.д.). Dissercat-электронная библиотека диссертаций. Социальная интеграция молодежи в условиях трансформирующегося таджикского общества. Получено 26 Ноябрь 2018 г., из <https://www.dissercat.com/content/sotsialnaya-integratsiya-molodezhi-v-usloviyakh-transformiruyushchegosya-tadzhikistanskogo-o>
11. Chapman, J. (2002). System Failure: Why Governments Must Learn to Think Differently. London: Demos. Retrieved December 2, 2019, from <https://www.demos.co.uk/files/systemfailure2>
12. Fisher, W. E. (n.d.). Cambridge University Press. An Analysis of the Deutsch Sociocausal Paradigm of Political Integration. Retrieved November 25, 2018, from <https://www.cambridge.org/core/journals/international-organization/article/an-analysis-of-the-deutsch-sociocausal-paradigm-of-political-integration/FB94887E7E7E83DB994B63C47915EEFC>

ANALYSIS OF GESTURES IN INTERCULTURAL COMMUNICATION

Пантелеева П.А., Лагун И.В., Бисерова Н.В.

According to scientists, about 35% of the information is codified by verbal code, the bigger part remains in the depths of non-verbal communication. In this way, scientists of linguistics, linguodidactics, and psychology founded the kinesics or “kinesic movements” for full perception of communication and decoding of information. The versatility of the

typological division of gestures gives us a field for choosing the characteristics and interpretation of the components of non-verbal communication. All of the above encouraged us to the idea of conducting this research.

Aims: 1. Calculate the frequency of using gestures in a given speech situation. 2. Decoding of non-verbal symbols into verbal speech. Stages: 1. The choice of the interviewee. 2. Recording a video with a story of a bright life moment. 3. Identification and description of gestures. 4. Comparison of gestures and speech. 5. Classification of gestures. 6. Identification of the frequency of gestures.

According to the research, we have defined that interviewee had used 11 types of gestures, among which the most used ones: communicative (57.1%), dependent (47.6%), regulator-gestures (47.6%); least used: symbolic (4.8%), figurative (4.4%). We also calculated the total frequency of gestures - 0.5 gestures per second. In addition, the gesticulation of a person depends on the direction of communication. If we pay attention to the degree of expressiveness of the processes of gesticulation, we are able to identify regularity. Being identified as “his own” words and actions are evaluated by person calmly, and his expressiveness significantly decreases in comparison with ones he defines as “other.”

References

1. Крейдлин Г.Е. Невербальная семиотика: Язык тела и естественный язык.-М.: НЛЮ, 2002. – 581 с.

TYPES OF READING

Пащенко Е.В., Мишланова С.Л.

In the modern world, reading is one of the most important means of obtaining information, and reading instruction is an integral part of the educational process. Reading plays a special role, it immediately corresponds to a number of goals and objectives: “familiarization with new language material, the development of elementary skills necessary for the formation of basic speech skills, etc.” [Folkina S.K. 1971: 3]. Accordingly, the approach to teaching reading in a foreign language is complex. As E. I. Passov notes, reading as a skill, on the one hand, is distinguished by a

communicative orientation, that is, it is oriented toward “semantic perception” (A. A. Leontyev’s term) and processing of textual information, on the other hand, reading also includes lower in terms of program level: perception of graphic elements, lexical meanings, grammatical forms [Passov E.I. 2002: 27].⁴

The following classification of types of reading is currently relevant, proposed by Russian researchers:

1. In the form of reading: reading to oneself / reading aloud;
2. On the use of logical operations: analytical reading / synthetic reading;
3. By the depth of penetration into the text: intensive reading / extensive reading;

Type of reading	Goal	Pace	Completeness of reading	Understanding of the meaning
Survey reading	Student's personal interest	High	Yes	Enough understanding of the basic meaning
Skimming reading	Familiarization with the text, determination of its relevance	High	No	A full understanding is not required, emphasis on the main content
Scanning reading	Search for specific information in the text	Fast	No	Full understanding is not required, focus on information sought

Intensive reading (Critical and Study reading)	Studying the detailed information contained in the text	Slow	Yes	A complete understanding of both the basic meaning and the individual details is required; additional emphasis on the linguistic component of the text
Fiction reading	Comprehension of the value-semantic content of the text	Very slow	Full reading of the entire text, repeated re-reading of individual fragments is allowed	The most complete, comprehensive understanding of the text is required.

4. According to the target settings: studying / familiarization / viewing / search;

5. By levels of understanding: full (detailed) / general (global) reading.

In foreign methods, the classification of reading types is much more detailed: more than 30 types of reading are offered. However, upon closer examination, it turns out that the types of reading are sometimes understood as different stages of the same type or different ways of fixing what was read. For example, viewing reading is divided into such subspecies as general review (skimming), preliminary review (preview), re-review (review) final review (overview), viewing (scanning) [Taylor S., Berg PS Frankenpohl H. 1968]

Thus, at present, there are quite a lot of overlapping classifications, in each of which, there are different parameters for evaluating a particular type of reading. As a result, significant difficulties arise in the development of exercises to improve this type of speech activity.

In our work, we give a generalized classification of types of reading, based on the material of Russian and foreign classifications. In the course of the study, we identified five main types of reading: survey reading, skimming reading, scanning reading, intensive reading, fiction reading. Moreover, we made an attempt to determine the distinctive characteristics

of each type of reading with the aim of further developing an exercise system based on the principle of pre-text, text and post-text construction of exercises.

Survey reading - reading to understand the main meaning, not implying further use of the information received. It is characterized by a high pace. It is acceptable to compare it with “extensive reading”, since this type of reading relates more to reading for pleasure than to reading for educational or practical tasks. In this form, reading requires a full reading of the text.

Skimming reading - reading to identify key points of the text in order to determine its relevance. Characterized by a high pace. Full reading of the text is not required.

Scanning reading - reading aimed at finding specific information. It is characterized by a fast pace. Full reading of the text is not required.

Intensive reading: Critical reading and Study reading - reading designed for a deep understanding of the meaning of the whole text. It is characterized by a slow pace. A full reading of the text is required, re-reading of individual fragments for the purpose of better understanding is allowed. The difference between study and critical reading is the consideration of the linguistic aspect of the text. In the case of studying reading, it is not required, in the case of critical reading, it is necessary.

Fiction reading is the most difficult kind of reading. It has a complex nature and it is aimed at the reader comprehending the value-semantic content of the text, at subtracting the meaning of the text that is set by the purpose of reading. A slow pace, repeated readings, characterizes this type of reading.

In addition, work with text in each type of reading takes place in three stages: pre-text, text and post-text. For survey reading, skimming and scanning reading, there are separate exercise systems. Study and critical reading combine the tasks of the previous types of reading and have a comprehensive character. Fiction reading involves a completely independent work with the text in three stages, independent of any established system of exercises. The choice of specific actions with the text is determined by the reader’s personal choice.

Finally, it is worth noting that fiction reading is a relatively new phenomenon in modern domestic classifications of reading types in terms of educational activities. Moreover, it is not considered in foreign classifications. The question of the exact characteristics of literary reading remains open to modern science.

References

1. Пассов Е. И. Обучение чтению: Учебное пособие. – Воронеж: Интерлингва, 2002.
2. Фоломкина С.К. Обучение чтению на иностранном языке в неязыковом вузе : учебно-методическое пособие / С. К. Фоломкина ; науч. ред. Н. И. Гез. - Изд. 2-е, испр. - Москва : Высшая школа, 2005. – 253с.
3. Фоломкина С.К. Некоторые вопросы обучения чтению на иностранном языке в неязыковом вузе. / Иностранные языки в высшей школе Выпуск 6. Изд. 2-е, испр. - Москва : Высшая школа, 1971. – 3с.
4. Лингводидактические особенности обучения просмотровому чтению в условия реализации ФГОС второго поколения / videouroki.net|filecome. php?fileid=98669117 / Электронный ресурс (дата обращения 10.04.2016)
5. Jeremy Harmer. How to teach English -Harlow: Longman, 2002. – 198p.
6. Taylor, S. Frankenpohl H. Skimming and Scanning / S. Taylor, P. Berg. New York, 1968.

THE DIFFICULTIES OF TRANSLATION TERMS-THE REALITIES LEGAL TEXT (ON THE MATERIAL FRAN S. DANIS «THE CRIMINALIZATION OF DOMESTIC VIOLENCE: WHAT SOCIAL WORKERS NEED TO KNOW»)

Садыкова Р.А., Мильц Е.В.

In the field of jurisprudence in Russia there are a number of problems, one of which is the lack of a terminological basis, including in matters of domestic violence. Measures to combat domestic violence provided for in the US legal system could serve as a model for Russia, with competent translation of legal texts of legal subjects, it is possible to introduce similar measures in Russia.

The question of the translation of realities due to its ambiguity is a large layer for a variety of research. It is also worth noting that terminology in general and legal terminology in particular were studied to a small extent if

we consider the translation of non-special texts, and therefore the features of translation of realities were analyzed using the example of legal terms found in non-special texts.

All the distinctive features of the life of the people and their country (geographical location, natural conditions, historical development, social structure, science) are recreated in the language of the people. Therefore, it can be stated that language is a reflection of the culture of a nation. It reflects words, in the definition of which a special part can be noted, which demonstrates the connection between culture and language, and which is called the cultural component of the semantics of a language unit. Realities refer to such units.

The terms having no equivalent usually turn out to be realities. Realities are words (and phrases) that call objects characteristic of the life (life, culture, social and historical development) of one people and alien to another; being carriers of national and / or historical color, they, as a rule, do not have exact correspondences (equivalents) to other languages, and, therefore, cannot be translated.

Realities are very important in translation studies, so their use is still being studied. They help to understand the life of a nation. But at the same time, realities are at the same time quite a complex and ambiguous category of the lexical system of any language.

The lack of overlap between concepts and even between the legal categories adopted here and there is one of the greatest difficulties for a lawyer who wants to compare different legal systems. The presence of non-equivalent units does not mean that their values cannot be transferred in translation. Translation practice has developed a number of ways to create occasional correspondences for this purpose. The main methods for transferring the terms *realia* of units are transcription and transliteration; tracing; use of analog (generalized approximate translation); descriptive (explanatory) translation.

The material for analysis was the article by Fran S. Danis «The Criminalization of Domestic Violence: What Social Workers Need to Know». Domestic violence is a complex problem for the client who turned to a social worker for help. Criminalization of the sphere of domestic violence is one of the attempts to solve problems of this kind through the passage of criminal law and civil law procedures. This article examines the literature on social work, general and criminal law, drawing attention to cases of intervention and cessation of domestic violence.

The method of contextual analysis has been allocated 100 legal terms and identified ways to translate them into Russian. As the analysis showed,

30% of terms (30 units out of 100 considered) have Russian-language equivalents recorded in dictionaries.

To conclude, the proverbial reservoir of any language provides rich material for the analysis of cultural codes that structure the linguistic world-image of a nation. From the other hand, the mastery of such units ensures greater adequacy of both monocultural and cross-cultural communication. In our research, we will concentrate on the animalistic code of the English and Russian cultures contained in proverbs. We will attempt to find out what special meanings are conveyed in animal names. Cultural codes acquisition and their appropriate use in speech are especially important for successful formation of linguistic, cultural, sociocultural and subject competences that constitute ESL students' communicative competence.

The author suggests a classification of the revealed words-realia in the following groups:

1. Completely non-equivalent vocabulary - legal terms that are not part of the Russian legal system: victim advocacy, abuse, batterer's intervention programs, community policing, female-to-male violence, physical assaults, no-drop policy, felony, pursuing victimless.

2. Vocabulary included in the Russian legal system, but having a different meaning, differing in the area of operation and content: social work services, community and female partners, police arrest, offenses, drug sexual- , boyfriends, examination, counseling program, record.

3. Realities, which are not terms, but are often found in legal texts, and thus related to thematic vocabulary: address domestic violence, interventions, risk factors, battered women, de facto

As the analysis showed, for the translation of modern legal realities of the United States of America, which have no dictionary equivalents in Russian, the most frequently used descriptive translation (30 units, 42%), specification (18 units, 26%) and semantic development, modulation, generalization (13 units, 21%). Less commonly used are transcription (4 units, 6%), replacement of a part of speech (2 units, 2%), transliteration (2 units, 2%) and tracing (1 unit, 1%).

Realities are very important in translation studies, as they help to comprehend the life of a given people, but at the same time they form a rather complex and ambiguous category of the lexical system of any language. Having studied all the methods of translating the realities, as well as the advantages and disadvantages of each of them, we can conclude that there is no universal way of translating the realities, therefore the quality of the translation depends on the competence of the translator.

In the process of further studying the problems of translating realities with a concrete example of translating legal terminology, the main problems

that hinder translation are identified. Thus, a number of the most productive ways of translating legal terminology have been identified, which primarily include descriptive translation, as well as such techniques as semantic development and concretization.

A practical analysis revealed a fairly even distribution of terms between the two groups. Most of the terms presented vocabulary included in the Russian legal system, but having a different meaning, differing in the area of operation and meaningful volume. Moreover, studies were conducted and the most frequently used methods of translating legal terminology were identified.

References

1. Алексеева И.С. Введение в переводоведение: Учеб. пособие для студ. филол. и лингв. фак. высш. учеб. заведений. – СПб.: Филологический факультет СПбГУ, 2004– 352 с
2. Влахов С., Флорин С. Непереводимое в переводе М.: Международные отношения, 1980. – 343 с
3. Белова И.А. К вопросу о безэквивалентной лексике в юриспруденции // Культурология, филология, искусствоведение: актуальные проблемы современной науки: сб. ст. по матер. XIV-XV междунар. науч.-практ. конф. № 9-10(11). – Новосибирск: СибАК, 2018. – С. 103-111.
4. Кабакчи В.В. Англо-английский словарь русской культурной терминологии. - СПб.: Союз, 2002.
5. Комиссаров В.Н. Теория перевода. – М.: Высш. школа, 1990. – 253 с.
6. Якобсон Р.О. К вопросу о зрительных и слуховых знаках // Семиотика и искусствометрия. - М., 1972. с. 364.

ONOMASIOLOGICAL PORTRAIT OF THE REALIA: FLY AND MOSQUITO

Сазина Д.А., Шиукаева Л.В.

This paper is devoted to the analysis of the fragments of Russian linguistic world view, which contains peoples' representations about FLY and MOSQUITO. The object of this paper comprises the vocabulary of FLY and MOSQUITO in standard Russian and Russian dialects. The subject of the research is made up of derivational and phraseological semantics of

vocabulary reflecting representations of FLY and MOSQUITO in language consciousness of Russian speakers.

The method of the onomasiological portrait is used in this paper. This method includes the analysis of lexical semantics as well as motivational features underlying this and peoples' representations of these realia in speech. The Ural ethnolinguistic school uses the method of the onomasiological portrait in many linguistic researches. For example, Elena Berezovich, Maria Ruth, Alexandra Tikhomirova and Natalia Sinitza use this method to analyze linguistic consciousness of Russian language speakers. The material of the research is based on the nomination of the insects FLY and MOSQUITO. The phraseological units containing these designations are also under study.

A comparative analysis of the motives for MOSQUITO and FLY show, that the motives of wedding and annoying are common for both realia. The individual motives for the onomasiological portrait of MOSQUITO are fun and insult, which are the result of people's interpretations of the insect functioning features (ability to bite people, to make a distinctive high-pitched sound and to form a swarm). For onomasiological portrait of FLY the individual motives are: boredom, defectiveness, harmlessness, which are formed on the basis of people's ideas about the fly as a vulnerable insect, the killing of which is perceived as an easy, but meaningless action.

Thus, the analysis of identified portrait traits and motives of MOSQUITO and FLY demonstrates that in the Russian traditional world view the ideas about MOSQUITO and FLY are related to humans and the sphere of their relationships in everyday life. Besides, the belonging of these insects to the world of nature causes the proximity of FLY and MOSQUITO to other insects, animals, and natural phenomena. In addition, the set of motives that we managed to identify for portraits of MOSQUITO and FLY, is characterised by negative semantics. This fact gives rise to a negative evaluation of insects in the mind of Russian native-speakers.

DAS BILD DES JOURNALISTEN IM MODERNEN KINO

Солдатова О.В., Сюткина Н.П.

Die Wirksamkeit der Arbeit des Journalisten hängt davon, wie man ihn wahrnimmt, daher ist es für den Korrespondenten wichtig, eine Vorstellung von dem Bild seines Berufs zu haben, das von dem Massenpublikum geschaffen wird. Und zurzeit schafft das Bild des Vertreters von Massenmedien vor allem der Kinematograph.

Filmemacher des zwanzigsten Jahrhunderts zeigen den Zuschauern zwei gegensätzliche Bilder des Journalisten. Auf der einen Seite ist der Journalist ein unbestechlicher, ehrlicher Mann, der das Ereignis objektiv aufhellen möchte (*«Chinesisches Syndrom»*). Er ist ein Kämpfer für Gerechtigkeit. Die Wahrheit sagt er den Menschen nicht nur wegen Moral, sondern auch zum Wohle der Menschen selbst. Das Publikum muss verstehen, dass sie hinter der Nase geführt werden, und der Journalist versucht, sie von solchen Betrügern zu schützen.

Auf der anderen Seite werden die Betrüger selbst Medienmitarbeiter (*«Süßes Leben»*). Sie sind verkäuflich, obsessiv, stecken überall ihre Nase und wollen die Sensation für sich selbst entreißen, nicht für andere: wegen der Bewertungen, der Karriere, des Ruhms, des Geldes.

Im 21. Jahrhundert teilen die meisten Regisseure die Korrespondenten nicht auf «schlecht» und «gut» (*«Tausendmal gute Nacht»*, *«Wahrheitsgeschichte»*). Das Bild des Journalisten ist widersprüchlich und facettenreich, aber alle Medienmitarbeiter haben gemeinsame Merkmale. Der Journalist ist ein Profi. Er ist eine aktive, neugierige, kommunikative Person mit einem hohen intellektuellen Niveau, kompetent in beleuchteten Fragen. Er beherrscht das Wort professionell, und vor allem - er kann Publikum überzeugen. Wer auch immer der Journalist ist - ein wahrheitsliebender Mensch oder ein Lügner - in den von uns analysierten Filmen glauben die Leute ihm. Journalismus ist wirklich «die vierte macht», fähig, die öffentliche Meinung zu ändern.

GLENN-DOMAN-METHODE ALS GRUNDLAGE DES FRÜHKINDLICHEN FREMDSPRACHENERWERBS

Стаценко К.В., Лапина Л.Г.

Das Gehirn des Kindes wächst und entwickelt sich besonders aktiv im ersten Lebensjahr. Intensiv geschieht das auch in den nächsten zwei Jahren. Wie bekannt, lernen die Kinder spielend besonders gern. In diesem Alter braucht man keinen zusätzlichen Lernanreiz und keine zusätzliche Motivation. Wir beschränken uns in diesem Beitrag auf die Altersstufe von 0 bis 3 Jahre. Kleinkinder sind besonders empfindlich für Fremdsprachenlernen. Diese Zeitperiode kann erfolgreich für das Erlernen fremder Wörter benutzt werden.

In diesem Zusammenhang bekam die so genannte Glenn-Doman-Methode internationale Anerkennung. Als Arzt hat Glenn Doman (1919-2013) eine Methode der frühen Entwicklung der Kleinkinder entwickelt. Diese Methode nutzt potentielle Möglichkeiten des Gehirns des Kindes für das Erlernen der Muttersprache aus. Seine Berufserfahrung im Bereich der Behandlung der Kinder mit schweren Erkrankungen des zentralen Nervensystems war dabei sehr hilfreich. Glenn Doman ist zur Erkenntnis gekommen, dass auch gesunde Kinder dank seiner Methode schneller auf gute Resultate im Erwerb der Muttersprache herangeführt werden können: je kleiner ein Kind ist, desto mehr Informationen kann sein Gehirn aufnehmen. In diesem Alter sind die Kinder fähig, ohne große kognitive Mühen riesige Menge von Informationen zu speichern und zu verarbeiten.

Wir versuchten die Idee von Glenn Doman zum Erwerb einer Fremdsprache heranzuziehen. Das Hauptverfahren besteht in der Arbeit mit Wort-Bild-Karten. Nach Glenn-Doman-Methode ist auf jeder Karte das Bild eines Gegenstandes mit entsprechender graphischer Markierung dargestellt. 20 Karten behandeln jeweils ein konkretes Thema, z.B. Obst oder Gemüse. Die Karten müssen großformatig sein (mindestens 20*17 cm). Die Darstellung des Gegenstandes soll zu keinen Fehldeutungen und Missverständnissen führen. Die Farbe (rot) und die Größe der Buchstaben (etwa 7 cm) sind von prinzipieller Bedeutung. Es ist nachgewiesen, dass diese Weiß-Rot-Farbenkombination bei der Aneignung der Lexik für die Kinder besonders ansprechbar ist. Diese Methode der Arbeit an der Lexik ist ziemlich einfach und braucht keinen großen Zeitaufwand [Мальцева 2018: 113].

Es gibt aber eine ganze Reihe von strengen Anforderungen, die an die Gestaltung des Unterrichts gestellt werden. Dadurch werden notwendige Voraussetzungen für produktives Lesen geschaffen. Die Darbietung jeder Karte erfolgt im Laufe von etwa 1-2 Sekunden. In einem Unterricht werden 7-15 Bilder gezeigt. Jedes Wort soll laut ausgesprochen werden. Karten zeigt man mindestens dreimal am Tag. Es ist notwendig, die Zahl der Karten zu steigern und das Tempo der Darbietung schrittweise zu erhöhen. Jedes Mal wird die Kartenfolge geändert [Башкова 2015: 32], damit das Kind die Arbeit mit den Karteien als Spaßerlebnis betrachtet.

Zu den Vorteilen der Glenn-Doman-Methode gehört wesentliche Verbesserung der Motorik und der Sprechfertigkeiten des Kindes (sowohl in der Muttersprache als auch in der Fremdsprache). Außerdem fördert sie visuelles Gedächtnis, logische Fähigkeiten und das Denken der Lerner. Durch diese Methode erweitert das Kind seinen passiven Wortschatz in der Fremdsprache, den das Kind weiter beim Erlernen der Fremdsprache aktiv beherrscht. Die Methode von Glenn Doman kann nicht nur in den Vorschuleinrichtungen, sondern auch in den allgemeinbildenden Schulen als Mittel der Wortschatzbereicherung zielgerichtet eingesetzt werden.

Neben den Vorteilen der Glenn-Doman-Methode sind auch einige Nachteile zu nennen. Das ist eine „passive“ Methode. Im Vordergrund stehen nur reproduktive Fähigkeiten der Lerner. Produktive Fähigkeiten werden vernachlässigt. Die Kinder bekommen manchmal überflüssige Informationen, die sie in diesem Alter nicht brauchen.

Einige Neurologen und Psychologen sind Gegner des frühen Lernens. Sie erklären dies damit, dass das Gehirn oft versagt, wenn es von Informationen überfüllt ist. Als Folge haben Kinder oft Kopfschmerzen oder Störungen des Nervensystems.

Literaturverzeichnis

1. Башкова Елена. Как вырастить вундеркинда. Методика Домана. – Санкт-Петербург: Сфера, 2015. – 70 с.
2. Мальцева И.В. 3 лучшие методики раннего развития / И.В. Мальцева. – Москва: Клевер-Медиа-Групп, 2018. – 297 с.
3. Babina Elena. Methodik Doman: Die Technik der frühen Entwicklung Glenn Doman [Электронный ресурс] URL: <http://de.nextews.com/3ede1fc9> (дата обращения 23.04.2019).
4. Glenn-Doman-Methode – Grundlage der frühkindlichen Entwicklung [Электронный ресурс] URL: http://de.babyhometherapy.com/metodika-glena-domana_default.htm (дата обращения 23.04.2019).
5. Interview mit Prof. Dr. Henning Wode. Immersion ist das erfolgreichste Modell zum Erlernen von Fremdsprachen // Begegnung, 2007. №2. S.9.
6. Pingel, Sandra. „Sprachbad“ im Kindergarten // Begegnung, 2007. №2. S. 6-8.

RECONSTRUCTION OF LINGVO-AESTHETIC PORTRAIT OF PERMYAK ON THE BASIS OF STREET-ART SLOGANS IN PERM

Сурнина Т.О., Белоусов К.И., Шиукаева Л.В.

Our study focuses on the modeling of grapho-semantic portrait of Permyak created with urban inscriptions (on the walls of buildings, fences, bus stops, etc.), which we call street-art slogans, because they express social meaning and are short memorable phrases. The relevance is due to the interest of modern linguistics in the study of the cultural space of the city. The choice of the object of study – slogan in the context of the culture of street-art – makes it possible to analyze the semantics of urban space objectively. We have chosen 228 slogans in Perm streets as the material for the research. Besides, we conducted a questionnaire among the citizens to find out their attitude to the various locations of the city through the phenomenon of street-art – street slogans.

Reconstruction of the portrait includes: analysis of the paper material in terms of language aesthetic and division of slogans into groups. The aesthetic side is manifested in the presence of artistic means and various language resources in the text of slogans. They are aimed at fulfilling the major purpose of the slogans – to convey the main idea and the subsequent impact on the addressee. Having distributed the phrases into groups according to their semantic meaning in the program of grapho-semantic modeling «Semograph», we systematized them in terms of content, attitude to a particular public sphere, problem and other aspects. Grapho-semantic modeling method is one of the graphic explications of structural links between the semantic components of plurality. It enables to present the plurality of data as a system, in which each component has hierarchical and topological characteristics in relation to other components and the entire system.

To visualize the results, we imported the distribution results into the software «Gefi», thus obtaining a graph-diagram, which in its essence is a portrait of Permyak based on the phrases and inscriptions of Perm urban space. The most significant tendencies of slogans revealed in the research are: reflection of social significance, conviction and religion, motivational character and transfer of one's own opinion, attitude to power, updating healthy lifestyle.

As a result of the study, we propose a variant of creating a model of a resident of Perm in the form of a graph, created on the basis of linguistic data – slogans of street art, relevant to Perm urban space and language consciousness of Permyak. The presented version of the study of the urban environment will make it possible to use the potential of street art to interpret the attitude of citizens to urban space, which in the future may become one of the methods of studying urban space as a whole.

JEANNE D'ARC – LA PUCELLE D'ORLÉANS

Суровцева А.С., Шалгина Е.А.

Jeanne est née le 6 janvier 1412. Ses parents étaient les paysans Jacques Dark et Isabella Rothe. Jeanne est l'aînée des enfants d'Arc. La famille a grandi les frères de Jeanne - Jean, Pierre, Jacques et soeur Catherine. Catherine est morte dans sa jeunesse. Les frères sont devenus associés et soutiennent Jeanne dans le futur. Jeanne ne s'appelait pas Jeanne d'Arc - la Pucelle d'Orléans s'appelait alors «Jeanne la Vierge».

La première vision pour Jeanne est apparue dans 13 ans. La jeune fille a vu l'archange Michel, les grands martyrs Catherine d'Alexandrie et Marguerite d'Antioche. Dans les visions, Dieu a indiqué d'aller à Orléans à la tête des troupes et de lever le siège, de conduire à la couronne du dauphin Charles et de nettoyer la France des envahisseurs anglais. A cette époque, le pays était déchiré par la guerre de Cent Ans. Une partie de la France était occupée par les Britanniques et une autre partie était soumise à des raids et à des vols. En 1420, Isabelle de Bavière, épouse de Charles VI, signa un accord avec les Britanniques selon lequel, après la mort de Charles VI, le pouvoir ne passa pas au fils de Charles, mais à Henri V, roi d'Angleterre. Le peuple épuisé et l'armée vaincue attendaient un miracle, un sauveur.

En janvier 1429, Jeanne d'Arc s'enfuit de chez elle et se rendit à Vaucler. Ayant rencontré le capitaine de la ville, Robert de Bodrikur, a annoncé son intention de rencontrer le dauphin. La fille n'a pas été prise au sérieux. De retour à Vokuler un an plus tard, Jeanne secoua le capitaine, prédisant la défaite des Français à la bataille de Ruvray. Karl n'osa pas se rencontrer depuis longtemps. La cour était divisée en deux camps. Le clergé croyait que le diable menait la jeune fille d'Orléans. Après avoir accepté un auditoire, Charles mit la page du trône à sa place. Jeanne entra dans la salle, ne regarda pas le trône et alla voir Charles, debout parmi les courtisans.

Jeanne a assuré le futur souverain que le trône lui appartenait de plein droit. Alors, Charles a cru la Vierge. Les ecclésiastiques organisèrent pour Jeanne une épreuve fastidieuse. Grâce à la sincérité et à la pureté de ses idées, après avoir passé tous les tests et interrogations de la commission de Poitiers, Jeanne fut admise par Charles dans l'armée. A commencé la voie militaire galante de la femme de chambre d'Orléans. Jeanne se tenait devant les troupes en armure brillante, avec une ancienne épée et une bannière. Incroyablement, le berger lorrain illettré de Lorraine a réussi à maîtriser les ruses de la science militaire dans les plus brefs délais, à mettre de l'ordre dans ses troupes démoralisées et à gagner le respect des commandants militaires. Jeanne elle-même a répété que Dieu la conduit.

Le premier pas dans la lutte de Jeanne contre les Britanniques - la levée du siège d'Orléans. Le 28 avril 1429, des troupes françaises dirigées par un jeune chef militaire ont marché sur Orléans. Ils ont été accueillis par une armée de six mille Français. La Vierge a invité les capitaines de son armée à s'approcher des portes principales d'Orléans et à attaquer les troupes ennemies. Mais les commandants ont désobéi à l'ordre. Les deux ponts vers Orléans ont été assiégés par les Britanniques. Traverser en nageant sous les bras de l'ennemi est une entreprise dangereuse. La situation s'est avérée sans espoir. Je devais renvoyer des troupes à Blois et le long de la rive droite de la Loire. D'Arc lui-même, avec un petit détachement, plongea avec tuba du sud d'Orléans et entra dans la ville par la porte de Bourgogne. La bataille d'Orléans s'est terminée par une victoire triomphale pour Jeanne d'Arc. Célébrant la victoire à Orléans, Jeanne d'Arc s'est rendue à Charles pour déclarer sa victoire. Dans les églises, des prières solennelles ont été tenues en l'honneur du sauveur. Charles a rencontré le jeune commandant avec les honneurs - il s'est assis comme une reine, a décerné un titre noble. Avec le couronnement de Charles, la mission de la fille d'Orléans est terminée. Jeanne a demandé au roi de la laisser partir dans son village natal. Charles a personnellement demandé à rester au poste de commandant en chef. Jeanne a accepté. L'élite dirigeante de la France, dirigée par La Tremuille, recevant des revenus de la guerre et concluant une trêve avec le duc de Bourgogne, persuada Charles de reporter la libération de Paris. Jeanne d'Arc tente une offensive indépendante.

Le 23 mai 1430, Jeanne est capturée par les troupes de Bourgogne. Jean-Luxembourg n'entend pas donner la Vierge aux Britanniques, mais demande une rançon à Charles. Le roi a trahi celui qui l'a confié au trône. Le refus silencieux des Français est considéré comme la principale trahison de l'histoire du pays. À partir de décembre 1431, Jeanne est arrêtée à Rouen. Il y avait un procès. Il était nécessaire de condamner à mort la Vierge, établissant ainsi un lien avec le diable. En cela, le défenseur a indirectement

aidé en expliquant ses actes par une communication avec le surnaturel. Le seul qui se soit précipité au secours de Jeanne d'Arc est le chevalier Gilles de Rais, qui a ensuite été exécuté.

Aujourd'hui, la mémoire de la soubrette d'Orléans se perpétue dans les monuments, les films et les livres. L'église catholique célèbre le jour de Sainte Jeanne d'Arc chaque année le 30 mai. Les Français célèbrent chaque année le 8 mai, le jour de Jeanne d'Arc. À Paris, sur le site de la blessée, Jeanne abrite un monument à la Vierge sur un cheval en or. Tourné 100 peintures dédiées à la soubrette d'Orléans. La mémoire de Jeanne d'Arc -La «journée de Jeanne d'Arc» est célébrée chaque année le 8 mai en France.

-Un astéroïde (127) nommé Jeanne, découvert en 1872, porte le nom de Jeanne d'Arc.

-Le nom de l'héroïne nationale est le porte-hélicoptères français "Jeanne d'Arc". Lancé en 1964.

-En 1974, à l'initiative d'André Malraux, le Centre Jeanne d'Arc est fondé à Orléans, qui recueille des documents concernant sa vie et son travail.

References

1. Жанна д'Арк // 24СМИ [Электронный ресурс]. URL: <https://24smi.org/celebrity/12559-zhanna-dark.html>
2. Жанна д'Арк // Википедия. [2019–2019]. Дата обновления: 09.09.2019. [Электронный ресурс]. URL: <https://ru.wikipedia.org/?oldid=102074363>.
3. Марианна (символ) // Википедия. [2019–2019]. Дата обновления: 10.07.2019. [Электронный ресурс]. URL: <https://ru.wikipedia.org/?oldid=1009356214>.
4. Женевьева Парижская // Википедия. [2019–2019]. Дата обновления: 02.08.2019. [Электронный ресурс]. URL: <https://ru.wikipedia.org/?oldid=101385961>.

CATEGORY «HOSTILITY» IN CONFLICTOGENEOUS TEXTS (BASED ON D. TRUMP'S SPEECHES)

Сысков В.А., Шустова С.В.

The object of this work is the model of the category “hostility” as an installation of the participants in speech communication in relation to the problem in question, which further entails a conflict-communicative speech situation and conflict. The subject of the work is the verbal ways of updating the category of "hostility" and the specificity of their use in conflict-related texts. The goal of the work is to model the communicatively-pragmatic category of “hostility” in conflict-related texts.

The model of non-cooperative type of communication is based on the priority of the interests of the speaker over the interests of the listener. Non-cooperative dialogue is a dialogue that does not lead to cooperation, that is, the parties cannot agree, could not constructively build a conversation or achieve certain goals. The concept of non-cooperative communication is close to the concept of conflict.

In the conflict – conflict communication dyad, there is the likelihood of both the occurrence of an open conflict and a peaceful settlement when one or both participants of communication transition to cooperative speech actions. The conflict begins from the moment when at least one of the interacting subjects is aware of the difference in their interests and principles from the interests and principles of another subject and begins unilateral actions to smooth out these differences in their own favor.

The model of a conflict communicative situation is actualized when there is a conflict of interests, a desire to dominate, disharmony, in the process of which contradictions of goals and perceptions of participants are revealed, as a result of which the parties consciously begin to act to the detriment of each other.

The pragmatic features of the “conflict” category are necessary and sufficient conditions for the emergence of a conflict, the presence of subjects of social interaction of oppositely directed motives or judgments, and the state of confrontation between them. Hostility and aggressive behavior are not always combined. People may be in hostile relations, but not show any aggression.

Hostility can generate not only speech aggression in the form of exclusively negative statements or mixed reactions with the presence of a

negative assessment of the subject of speech and at the same time softening his statements, but also be expressed through neutral reactions or reactions with sympathy towards the subject of speech to which the recipient has hostile installation.

The result of the speech actualization of the communicatively-pragmatic hostility installation is the statement-conflictgens that act as part of a lengthy (oral or written) monologic text or (oral) dialogical discourse with a change in the communicative roles of the participants as emotional-semantic dominants of speech communication with a significant force of persuasive influence on the recipient . Texts containing, in their structure, speech signals of “hostility” can be defined as conflicting, since their perlocutionary effect consists in encouraging conflict and its development.

The metaphor forms a new linguistic meaning on the basis of the already existing ones, vividly illustrating the principle of language economy. A conceptual metaphor can be added to the “material linguistic symbols” that demonstrate anger in a literary text. The originality of the conceptual metaphor is that it is based not on word meanings and not objectively existing categories, but on concepts that have formed in the human mind. These concepts contain a person's ideas about the properties of the person himself and the world around him. Political metaphor is a significant tool for manipulating public consciousness.

An offensive type of strategy is a discrediting strategy. The purpose of its application is to undermine the trust of the audience to the position defended by the opponent. Undoubtedly, the strategy of discrediting is one of the most powerful conflict strategies of verbal behavior, which is implemented through various tactics: accusations, exposing, disclosing negative facts, insults, hint, dramatization, irony, ignoring the personality, interrupting, compromising, threatening, rudeness.

UNBEGLEITETE MINDERJÄHRIGE IN DEUTSCHLAND (KLÄRUNG DES AUFENTHALTSRECHTLICHEN STATUS)

Тарасова Н.П., Лапина Л.Г.

Migration gehört zu den aktuellsten Themen der letzten Jahrzehnte in Europa. Im Jahr 2015 sind nach Deutschland 476,6 Tausend Flüchtlinge gekommen, unter ihnen betragen Personen unter 30 Jahren etwa 70 %. 2016 haben rund eine Million Menschen einen Antrag auf Asyl in der EU gestellt [2]. Der Großteil von diesen minderjährigen Flüchtlingen sind Jugendliche im Alter zwischen 16 und 17 Jahren [3].

Kinder und junge Leuten, die nach Deutschland ohne Eltern oder Familie geflohen sind, bezeichnet man generell als *unbegleitete minderjährige Flüchtlinge (umF)* [1]. Unbegleitete Flüchtlinge sind ausländische Kinder und Jugendliche, die nach deutschem Recht noch nicht volljährig sind und ohne Erwachsene (Eltern) nach Deutschland als Flüchtlinge gekommen sind und dort Schutz brauchen. Unbegleitete Flüchtlinge kommen nach Deutschland alleine, weil sie ihre Eltern oder Familienangehörigen verloren haben, oder aus anderen humanitären Gründen aus ihrem Herkunftsland fliehen. Meistens kommen unbegleitete Flüchtlinge aus Afghanistan, Syrien, Irak, Eritrea und Somalia.

Die Migrationsexperten verwenden zwei unterschiedliche Bezeichnungen für die Gruppe der unbegleiteten Minderjährigen in Abhängigkeit von ihrem Aufenthaltsstatus: unbegleitete minderjährige Flüchtlinge (umF) "unbegleitete minderjährige (Ausländer)" (UM oder UMA), oder "unbegleitete junge Ausländer" [4].

"Unbegleitete minderjährige Flüchtlinge" sind junge Ausländer, die ohne Eltern nach Deutschland kommen oder hier leben und die ein Recht auf Schutz als Flüchtlinge haben.

"Unbegleitete Minderjährige (Ausländer)" sind alle unbegleiteten Minderjährigen aus dem Ausland, die in Zuständigkeit der Jugendhilfe sind, unabhängig von ihrem Aufenthaltsstatus.

Neben den unbegleiteten Minderjährigen gibt es noch eine Gruppe von ausländischen jungen Leuten, aber unbegleiteten *volljährigen* Personen, die bis zum 21. Lebensjahr (möglich auch bis zum 27. Lebensjahr) eine Unterstützung durch die Jugendhilfe in Deutschland erhalten können [4].

Bei Unterbringung, Versorgung und Betreuung der unbegleiteten minderjährigen Flüchtlinge spielt die Tätigkeit von verschiedenen Institutionen eine große Rolle. In erster Linie ist die Jugendhilfe zu nennen,

die vom jeweiligen Jugendamt der Kommunen organisiert wird. Das ist eine gesellschaftliche und sozialpädagogische Praxis, die damit beauftragt ist, die Erziehung junger Menschen zu fördern und ihre Integration in die Aufnahmegesellschaft zu unterstützen.

Die Jugendhilfe übernimmt auch andere Aufgaben. Das Jugendamt kann Kinder und Jugendliche in Obhut nehmen. Inobhutnahme bedeutet die vorläufige Aufnahme und Unterbringung eines Kindes oder Jugendlichen in Notsituation. Leistungen der Jugendhilfe sollen die Erziehung in der Familie unterstützen, ergänzen, meistens auch ersetzen. Die Zuständigkeit der Jugendhilfe für unbegleitete minderjährige Flüchtlinge und die Verpflichtung zur Inobhutnahme von diesen Kindern wurde durch das *Gesetz zur Verbesserung der Unterbringung, Versorgung und Betreuung ausländischer Kinder und Jugendlicher* (Inkrafttreten am: 1. November 2015) [5] und durch das *Gesetz zur Bekämpfung von Kinderehen* (Inkrafttreten am: 18. Juli 2017) [6] geregelt.

Prozesse der Unterbringung, Versorgung und Betreuung von unbegleiteten minderjährigen Flüchtlingen durchlaufen 6 Phasen: Einreise, vorläufige Inobhutnahme, bundesweite Verteilung, (reguläre) Inobhutnahme, Hilfeplanung, Anschlussmaßnahmen.

Besonders scharf ist das Problem der vorläufigen Inobhutnahme. Sie beinhaltet (wie ebenfalls die reguläre Inobhutnahme) die kindeswohlgerechte Unterbringung bei einer geeigneten Person, in einer geeigneten Einrichtung oder in einer sonstigen Wohnform, die Sicherstellung des notwendigen Unterhalts, die Krankenhilfe sowie die rechtliche Vertretung des Kindes (vgl. § 42a SGB VIII) [7].

Nachdem das Jugendamt vor Ort unbegleitete minderjährige Flüchtlinge in Obhut genommen hat, beginnt im Rahmen der regulären Inobhutnahme das sogenannte Clearingverfahren (Screeningverfahren). Die Mitarbeiter des Jugendamtes führen innerhalb von sieben Tagen ein Screeningverfahren des Schutzsuchenden durch und gewinnen Informationen über Familienangehörige in Deutschland, gesundheitliche Probleme und stellen das Alter fest. Eine "Altersfeststellung" ist nötig, wenn die Ausweispapiere fehlen und die Einschätzung des Alters nach Beobachtungen zweifelhaft ist. Wenn es notwendig ist, wird eine ärztliche Untersuchung veranlasst, wie das Röntgen von Handwurzelknochen oder Genitaluntersuchungen [8].

Die obenskizzierten Schritte und Maßnahmen führen im Endergebnis zur Klärung des aufenthaltsrechtlichen Status der unbegleiteten minderjährigen Flüchtlinge. Dann erfolgt die Phase der Hilfeplanung und Anschlussmaßnahmen: als Grundlage für die Ausgestaltung der Hilfe sollen die Mitarbeiter des Jugendamtes zusammen mit dem Personensorgeberechtigten und dem Kind oder dem Jugendlichen einen

Hilfeplan aufstellen, der Feststellungen über den Bedarf, die zu gewährende Art der Hilfe sowie die notwendigen Leistungen enthält. Außerdem sollen die Angestellten regelmäßig prüfen, ob die gewählte Hilfeart weiterhin geeignet und notwendig ist (vgl. § 36 SGB VIII) [7].

Die Migranten fühlen sich sicher, wenn sie von der Bundesregierung oder von Privatpersonen unterstützt sind. Die Bundesregierung versucht, illegale Migration zu reduzieren und den Menschen, besonders den Kindern, die vor Unterdrückung und Verfolgung, Krieg, Gewalt und Menschenrechtsverletzungen flüchten, zu helfen.

Literaturverzeichnis

1. Bundesamt für Migration und Flüchtlinge (BAMF): "Unbegleitete Minderjährige in Deutschland", August 2018, Seiten 16 und 17. URL:

Unbegleitete minderjährige Flüchtlinge. <https://mediendienst-integration.de/migration/flucht-asyl/minderjaehrige.html> (дата обращения 24.04.2019).

2. Das Jahr 2016: Migration und Migrationspolitik im Fokus – Ein Rückblick URL:<https://www.bpb.de/gesellschaft/migration/kurzdossiers/242688/das-jahr-2016-ein-rueckblick> (дата обращения 29.05.2019).

3. Das Bundes Amt in Zahlen 2014. Asyl, Migration und Integration; Aktuelle zahlen zu Asyl. Februar 2016. URL: www.bamf.de (дата обращения 24.04.2019).

4. Die Situation unbegleiteter minderjähriger Geflüchteter in Deutschland. URL: <https://www.bpb.de/gesellschaft/migration/kurzdossiers/243276/unbegleitete-minderjaehrige-gefluechtete> (дата обращения 24.04.2019).

5. Gesetz zur Verbesserung der Unterbringung, Versorgung und Betreuung ausländischer Kinder und Jugendlicher URL: <https://www.bgbl.de/xaver/bgbl/start.xav> (дата обращения: 27.04.2018).

6. Gesetz zur Bekämpfung von Kinderehen URL: https://dejure.org/BGBl/2017/BGBl_I_S_2429 (дата обращения: 27.04.2018).

7. Sozialgesetzbuch (SGB) Aches Buch (VIII) Kinder- und Jugendhilfe URL: http://www.lexsoft.de/cgi-bin/lexsoft/justizportal_nrw.cgi?xid=137494,166 (дата обращения: 27.04.2018).

8. Viele der angeblich Minderjährigen als volljährig eingestuft. URL: <https://www.welt.de/politik/deutschland/article172455051/Altersfeststellung-Viele-der-angeblich-Minderjaehrigen-als-volljaehrig-eingestuft.html> (дата обращения 24.04.2019).

SOME ASPECTS OF TEACHING STYLISTICS IN SCHOOL

Ужегова Е.Н., Мильц Е.В.

The subject of our research is the analysis of the current approach to the teaching the style of the Russian language in primary school.

The relevance of this study is due to the fact that according to the state educational standard, students should have the communicative competence, that is, learn to communicate effectively, choose the optimal linguistic means in each specific speech situation. The desire to check its formation is due to the introduction of an oral interview on the results of secondary school.

However, in reality, graduates demonstrate the inability to correctly use the means of language. There are a number of reasons for this.

The existing educational-methodical complexes include the themes devoted to a functional style. But in a detailed analysis of the training complexes can be seen that the amount of time allocated to the study of style, very limited (for example 3 hours out of 170, in UMK Razumovskaya M. M.) [Разумовская 2015: 219-137].

Another reason is that the teaching of the Russian language is conducted from the standpoint of a "structural" approach. At the same time there is no "functional" approach to the study of language units, which would reflect the role of certain speech means used in various situations of human communication.

In our opinion, it is necessary to ensure the study of the Russian language with an emphasis on its stylistic possibilities, and most importantly, its practical use. The system of theoretical material presentation is proposed to be carried out on the basis of a system-activity approach, in which the material is not transmitted by the teacher, but "extracted" by students in the course of their cognitive activity, specially organized by the teacher. The effectiveness of learning increases with the use of interactive, group forms of work.

References

1. Русский язык. 5 класс: учебник. М.М. Разумовская, С.И. Львова, В.И. Капинос и др.; под ред. М.М. Разумовской, П.А. Леканта. М.: Дрофа, 2015. – 317 с.

2. Кожина М.Н. Стилистика русского языка: учеб. пособие. М.: Просвещение, 1977. –223 с.

**REALIA IN LITERATURE BASED ON ENGLISH
TRANSLATIONS OF LEO TOLSTOY'S «THE CAPTIVE IN THE
CAUCASUS» BY R.N. BAIN AND «A PRISONER IN THE
CAUCASUS» BY A. ROXBURGH**

Ушаков Г.Б., Лапина Л.Г.

This work reveals the linguistic meaning of realia, contains theory about translation strategies of realia, and includes 104 fragments of original Russian text, and 208 corresponding fragments of two translations into English.

In the theory of translation, realia are words and phrases that denote objects and concepts linked with a specific national culture. The main characteristics of realia are their national and historical overtones. The translator needs to save these national and historical overtones in the translation text.

We study the transformation of the system of realia when the text is translated from Russian into English, the losses in this system during the translation, due to the fact that the translation text tries to convey the Russian realia by means of English. We define three frequent words in the original text and explain their symbolic meaning. We also explore strategies of translating realia described in literature.

We use Russian text «Толстой Л.Н. Кавказский пленник. 15-е изд. М.: Детская литература, 1976». The first book on English we use is «More Tales from Tolstoi: The Captive in the Caucasus», New York: BRETANO'S translated from Russian by R.N. Bain, it was published in 1903. The second book we use is «Lev Tolstoy. The Cossaks. A prisoner in the Caucasus» translated by Angus Roxburgh, it was published in 2001. In addition, we use two explanatory dictionaries of Russian and a Russian to English vocabulary from the book of Leo Tolstoy «Кавказский пленник» edited, with introduction, notes, and vocabulary by E.G. Underwood and N. Forbes published in 1917.

SIMILES AND PHRASEOLOGISMS IN S. FEDOSEEV'S WORKS OF FICTION

Федосеева Е.Л., Лобанова А.С., Шиукаева Л.В.

The research deals with the lingvocultural study of similes and phraseologisms in S. Fedoseev's works. The material of the research consists of the texts of stories and a novel of Komi-Permian writer S. Fedoseev. About three hundred and fifty similes and phraseologisms were revealed by the technique of solid sampling. The purpose of the research was comprehensive analysis of similes and phraseologisms of the Komi-Permian language, functioning in S. Fedoseev's works, reflecting the Komi-Permian picture of the world.

The analysis of the data shows that all the units can be divided into three groups. Similes and phraseologisms with zoonims constitute the most numerous group of these. The greatest number of examples is related to similes with *pon* "dog" component. They contain negative connotations and often present unexpected semantics for other language cultures. In the Komi-Permian language a dog is understood as being somewhat alienated from man. The meaning of the word implies the negative connotation of scorn and contempt. The second group of these comprises similes and phraseologisms with somatisms. The most common lexeme is *pin* "tooth". The combination with this component usually embraces the semantic of anger, resentment, desire for revenge. The third group includes similes and phraseologisms with the names of every day realities. They describe the behavior of a person, his state of health, characterized by different shades of measure, volume and number. The combination of *byrom veshjan* (literally "torn pants") "pauper" characterizes a person left without means of sustenance. The phrase *veshjan tog col'chini* ("to remain without pants") is used in the meaning "poverty". If the first two groups are most often used with a negative connotation, in the latter it is possible to meet similes and phraseological units with positive connotation. For example, the simile *chacha cod'* (literally "as a toy") in the meaning "something fragile, tender, refined" is used in the description of a woman to give her the image of lightness, flirtatiousness, femininity. Some similes and phraseologisms that contain the borrowed lexemes in their structure are often Russian.

Thus, the research has shown that similes and phraseologisms are quite interesting lexical units for the study of historical, cultural and linguistic

picture of ethnos. They are well known to the Komi-Permians, actively functioning in the speech and in works of writers. This indicates the high importance of folk phraseology.

LEGEND AS A LITERARY GENRE IN N. LESKOV'S AND A. AMFITEATROV'S WORKS

Филимонова В.А., Шукаева Л.В.

N. Leskov (1831–1895) and A. Amfiteatrov (1862–1938) are Russian writers who wrote in different genres. There are some N. Leskov's and A. Amfiteatrov's works written in the genre of a legend that are not as popular as their novels. The comparison of legend peculiarities with Russian classic writers and Russian fiction writers is a very important aspect in the research of their creative work. The genre of a literary legend became popular in the 1880–1890s. It was due to the crisis in society during that period. That is why writers gradually included the features of other national cultures in their novels, stories and legends. N. Leskov and A. Amfiteatrov began writing in the genre of a literary legend in their late creative period, i.e. in the 1880s.

The purpose of the paper was to reveal the specificity of the genre of a legend in N. Leskov's and A. Amfiteatrov's prose. The material for the research includes Russian prose texts that are legends: "Legend of the conscientious Danila", "Story of the Pious Woodcutter", "Beautiful Aza", "Buffoon Pamphalon", "Lion of the Elder Gerasim", "Ascalon's Villain" by N. Leskov and "Dead Gods", "Golden Planet", "Polish Legend", "Hero Christopher" by A. Amfiteatrov. The method of the research includes several elements of structural, cultural-historical and comparative analyses.

N. Leskov focuses on universal human moral and ethical problems in his legends. The main thing of his works is true and false understanding of Christianity. N. Leskov is interested in a righteous-character type, especially female images. Righteous women as well as righteous men are strong-willed and uncompromising. During the narration, the spiritual qualities of the heroines are intensified, and their physical beauty becomes less significant. The other characters who misunderstand the Christian doctrine are presented as antagonists of the righteous men and women. All N. Leskov's legends have genre elements of Life and Legend. At the same time the border between these genres is practically removed. Thus, a new genre variety is formed: it is the legend-parable with hagiographic basis.

A. Amfiteatrov's legends have some elements of the medieval culture as well as the ancient pagan religion and mythology. The author is interested in the transition from one cultural epoch to another. In several legends there is a conflict between two coexisting worldviews and historical epochs: the conflict between the "old" world and the "new" world. There are two main types of characters in the legends: the righteous men and those who are between the two beliefs. The righteous men are idealized warriors and heroes with hyperbolic physical strength or courage. The personages who are between the two beliefs are "the chosen ones" with romantic features. A. Amfiteatrov's legends have genre elements of Epic, War Story, Life and Legend. Thus, the two genre varieties are formed: the legend-parable with folklore and folk Christian basis, and the legend parable with Christian and ancient mythological basis.

In conclusion, it can be stated that N. Leskov and A. Amfiteatrov, using the different genre varieties of legends, consider a bit different themes, problems and characters, although each of them is interested in the problem of "pravednichestvo" and the righteous men and women.

TOURIST GUIDE FOR LOCAL AREAS: CONTENT AND STRUCTURE

Фролова И.В., Гальцева А.Н., Шиукаева Л.В.

A guidebook is a type of a reference book sometimes with a practical character. It has a systematic structure: article titles are in alphabetical order. It contains information about a geographical point, country or cultural and educational institution or event, located in a comfortable way to follow or to inspect. The guidebook contains reliable information, a detailed description of the important aspects for travelers and bright illustrations. There are several types of tourist guides: printed, electronic and audio. The use of electronic and audio guides within tourist local areas may be hampered by the lack of electrical networks, points of mobile operators and the Internet. The printed tourist guide is the most convenient to use while planning and making a trip in the local area.

The purpose of the research is to determine the optimal structure of a tourist guide and its content for small tourist areas. The object of the study is a tourist guide as a form of presenting concentrated geographic information about the territory. The subject of the research is the technical aspect of the design of a tourist guide for some local territory. This work

includes descriptive, comparative geographical, historical, cartographic, bibliographic and analytical methods.

The guidebook is characterized by a reduced amount of information, significant adaptation, popular presentation and the presence of illustrations. The guides use casual forms of speech, elements of entertaining. These publications perform informative, promotional and motivating functions. The tourist guide should be printed in pocket format on high-quality paper, providing protection against moisture for distantly located areas.

While developing the concept of a tourist guide for Gornozavodskiy district of Perm Region, the functional purpose, readership, content, text structure, publication format, paper quality, circulation and distribution methods of the finished guidebook were taken into account. The content of the tourist guide presents a short description of natural and cultural objects. The concept of the guidebook is a local brief description of the natural and cultural attractions of the tourist area. The tourist can independently build the route of his trip with the help of the information provided in the guidebook.

Generally, our tourist guide for Gornozavodskiy district includes the GPS-coordinates of the object, the way from Perm to the object, description of the places of interest in the city, advice to the traveler at the preparatory stage or during the route, travel restrictions on weather conditions in different seasons. Totally, the guide book has ten natural and four cultural objects.

MOTIVES OF MUSIC AND SINGING IN THE WORKS BY A.P. CHEKHOV

Хэ Тинтин, Арустамова А.А., Шиукаева Л.В.

The purpose of the research was to analyze the motives of playing musical instruments, singing and the role of music in the artistic structure of Chekhov's prose and drama.

Music helps to create the implication of the writer's works, the lyrical intonation, as well as some special atmosphere in his prose and drama. For example, the motive of playing the piano becomes the climax in the plot-organization of the story "Ionich" - the repetition of the motive of the heroine's playing the piano marks different stages of the plot's motion. In the story "Ionich" the ability to listen to music and understand genuine art becomes a means of psychological analysis. In the beginning, the hero sings a cheerful song and has hopes for the future. The music tune reveals the wonderful state of mind of the hero and reflects the joy of life that young heroes feel.

In the story "The Bride", the hero always plays the violin, repeating the same thing. He seems to live a meaningless life. Such a motive of playing the violin reveals the arrogant personality and reflects the vulgarity and empty nature of the characters. In the play "The Three Sisters", the leitmotif is music played by the military as the background of the scene. This music symbolizes the tragedy of the heroines.

Thus, we can see that musical motives play a crucial role in the works by Chekhov, performing the plot-compositional and characterological functions. These motives are of great importance in the space-time organization of Chekhov's works. They serve as means of psychological analysis, as well as tools of creating a lyrical atmosphere in the writer's works.

THE CONCEPT «INFORMATION WAR» ON THE MATERIAL OF PUBLICISTIC TEXTS OF THE GERMAN LANGUAGE

Чемоданов Д.А., Плясунова С.Ф.

Our research was carried out within the framework of such a science as cognitive linguistics, which studies language in his interaction with human thinking. Currently, cognitive linguistics, as an actively developing area, largely determines the face of modern linguistic science.

In modern cognitive linguistics, there are several ways of verbal representation of the concept, among them: the linguoconceptological description of the concept, frame modeling of the concept, the construction of its semantic field. But today, a special kind of modeling and verbal representation of concepts - the thesaurus - is of interest to scientists.

Therefore, the relevance of this study is determined by the lack of research of such a phenomenon as thesaurus. The thesaurus is in the center of attention of scientists, since it more thoroughly and more deeply allows to reveal the content of any concept, as well as the thesaurus and thesaurus modeling give the prospect of the most comprehensive description of the vocabulary of any subject area.

The purpose of the research is to reveal the peculiarities of concept verbalization using thesaurus modeling.

The practical significance of the work lies in the possibility of using the research results in the practical and theoretical aspects of language learning, as well as in lexicology. In addition, this study may be useful in the field of teaching when familiarizing with the phenomenon of information warfare.

PREFERENCE OF TYPES OF SEMANTIC RELATIONS IN LANGUAGE CONSCIOUSNESS OF SCHOOLCHILDREN

Черепанова С.Д., Шиукаева Л.В.

This paper is devoted to the modeling of several types of semantic relations arising between components of the nearest semantic environment of a lexeme. By the nearest semantic environment (NSE) of a lexeme, we understand the system of lexical-semantic variant (LSV) of this lexeme, together with those in semantic relations with individual LSVs of this lexeme LSV.

The task was to identify which of the types of semantic relations are considered most significant for structuring units of linguistic consciousness, which types of semantic relations are preferable for each other (including the age of the speaker). The method of data collection served as a psycholinguistic experiment. The stimuli were polysemantic words related to different parts of speech. When choosing an stimulus, we relied on some criteria: the relevance of the word (the word must be significant for the participants in the experiment); sufficient word meanings; a detailed structured system of hyperonyms, hyponyms, synonyms and antonyms. The meanings of all the words were clear to the respondents. The basic research method is grapho-semantic modeling implemented in the Semograph information system.

The material for this article consists of ninety reactions (one reaction - three words chosen by the informant) to the stimulus. The participants in the experiment were students of two age groups: 10-11 year-old and 16-17 year-old students. Each informant worked with a printed version of the questionnaire. The questionnaire was presented with an stimulus and a task was given: "Choose three words that you think are primarily related to the initial word (for each stimulus (SLEEP, BIG, PLAY). Answers entered into the Semograph information system for the subsequent generation of graphs. We examined nine graphs, which reflected the reactions of each of the age groups to each stimulus and general graphs for each polysemantic word.

As a result of the work done, it was found that for all the presented stimuli of polysemantic words and for their different meanings, the least frequent are antonyms. The most frequent for different stimuli were hyponyms (a BIG stimulus), hyperonyms (a SLEEP stimulus), synonyms (a PLAY stimulus). But in general, synonyms and hyperonyms are more preferable in the structure of NSE of lexemes.

CHINESE ANCIENT MUSIC IN MODERN MUSIC FORM

Чжан Хао, Королёва С.Ю., Шиукаева Л.В.

There is a recent tendency of modern art to establish connections with traditional Chinese culture. Ancient music is one of the manifestations that Chinese traditional culture reflects in modern art. This has even led to the contradiction between Chinese traditional instruments and Western mainstream instruments nowadays.

On the one hand, by analyzing the youth subculture, we can better understand the psychological state and spiritual outlook of contemporary Chinese youth, and the role played by traditional culture and the younger generation in the process of globalization. On the other hand, through the interpretation of the text we also recognize the characteristics of modern music forms combined with ancient poetry, imagery and traditional instruments.

At present researches mainly focus on the subculture characteristics of China, the changes of media transmission, and the advantages and disadvantages of its practical significance. The in-depth analysis of its text and the cultural confrontation of the global vision are still blank. Based on the lyrics of this music and the cultural confrontation of global vision, this paper analyzes the refraction of ancient music texts through the theory–dialogue between present text and past text, and inspired by V. Prop's classification of magical fairy tales, and by reading “Clash of civilizations”. I extend this subculture to a global perspective.

Ancient style music is a modern musical form that uses traditional Chinese musical instruments to pursue the beautiful expression of lyrics, emphasizing the rhythm and rhyme of the lyrics.

Thus, it can be stated that there is economic progress in China nowadays. People want to find themselves in their own culture. As a result, they appeal to Chinese national ancient music and poetry, opposed to modern western culture.

ОГЛАВЛЕНИЕ

Беломестнова А.С., Четина Е.М., Шиукаева Л.В. The image of Don Juan in russian literature of the twentieth century.....	3
Бурдин Г.Е., Наугольных Е.А. Import substitution and the language of pharmacy.....	4
Бушмакина А.Д., Власова А.М., Филиппова А.А. Gesundes Frühstück.....	5
Ветрова К.О., Ягодкина Е.В., Мишланова С.Л. Verbal and visual representation of political identity in Russia in the Soviet period considering russian candy wrappers as a case study.....	6
Ветрова К.О., Ягодкина Е.В., Мишланова С.Л. Verbal and visual semiophores' cultural function in the aspect of political identity formation.....	7
Даниловских Е.А., Алексеева Л.М. Basic problems and perspectives of the technical translation in the professional spheres teaching.....	8
Донченко М.О., Словикова Е.Л. Features of realization of archetypes in advertising texts of cars.....	10
Желнин А.А., Мильц Е.В. Verbal caption component below the photography in social network instagram as a special type of creolized text (based on English, Spanish and Russian languages).....	11
Ипатов Д.А., Бурдина О.Б. Verbal terminology in professional pharmaceutical documents.....	13
Картагена Гомес А., Мильц Е.В. Comparative analysis of representation of female identity in Russian and Spanish cultures based on proverbs.....	14
Квашнина М.А., Сюткина Н.П. Medienviren in sozialen Netzwerken.....	15
Кожевникова А.И., Черепанова Л.Л., Шиукаева Л.В. Political aspects of glossy magazines in Perm.....	16
Кузнецова Т.А., Мильц Е.В. Cinema journalism as a synthesis of documental and artistic in Internet journalism.....	17

Кунгурцев А.В., Алексеева Л.М. Monitoring of the formation of the terminological competence.....	20
Лаздовская Е.М., Неуймина В.В., Бурдина О.Б. The “SIZE” seme in Latin and Russian anatomical terms.....	23
Ли Шуан, Моисеева А.А., Шиукаева Л.В. World of national traditions in the stories by A.P. Chekhov and Lu Xun.....	24
Лиханова У.Л., Ширинкина М.А., Шиукаева Л.В. Genre-style features of official-business documents.....	25
Лобашева А.А., Ширинкина М.А., Шиукаева Л.В. Use of web-quest technology in the educational process.....	27
Лубнин Я.С., Шалгина Е.А. Les mutations de l'économie française du XIV-ème siècle à nos jours.....	28
Мамонова А.И., Неганова А.Р., Филиппова А.А. Jugendprobleme.....	30
Мирошниченко Е.Р., Сюткина Н.П. Zollsystem in Deutschland.....	31
Музыка О.Э., Беляева Н.М. The activity of youth organizations in the context of political and socio-cultural integration in Africa.....	32
Пантелеева П.А., Лагун И.В., Бисерова Н.В. Analysis of gestures in intercultural communication.....	36
Пашенко Е.В., Мишланова С.Л. Types of reading.....	37
Садькова Р.А., Мильц Е.В. The difficulties of translation terms-the realities legal text (on the material Fran S. Danis «The criminalization of domestic violence: what social workers need to know»).....	41
Сазина Д.А., Шиукаева Л.В. Onomasiological portrait of the realia: Fly and mosquito.....	44
Солдатова О.В., Сюткина Н.П. Das Bild des Journalisten im modernen Kino.....	46
Стаценко К.В., Лапина Л.Г. Glenn-Doman-Methode als Grundlage des Frühkindlichen Fremdsprachenerwerbs.....	47
Сурнина Т.О., Белоусов К.И., Шиукаева Л.В. Reconstruction of lingvo-aesthetic portrait of permyak on the basis of street-art slogans in Perm.....	49

Суровцева А.С., Шалгина Е.А. Jeanne d'Arc – la Pucelle d'Orléans.....	50
Сысков В.А., Шустова С.В. Category «hostility» in conflictogeneous texts (based on D. Trump's speeches).....	53
Тарасова Н.П., Лапина Л.Г. Unbegleitete Minderjährige in Deutschland (Klärung des aufenthaltsrechtlichen Status).....	55
Ужегова Е.Н., Мильц Е.В. Some aspects of teaching stylistics in school.....	58
Ушаков Г.Б., Лапина Л.Г. Realia in literature based on English translations of Leo Tolstoy's «The captive in the Caucasus» by R.N. Bain and «A prisoner in the Caucasus» by A. Roxburgh.....	59
Федосеева Е.Л., Лобанова А.С., Шиукаева Л.В. Similes and phraseologisms in S. Fedoseev's works of fiction.....	60
Филимонова В.А., Шиукаева Л.В. Legend as a literary genre in N. Leskov's and A. Amfiteatrov's works.....	61
Фролова И.В., Гальцева А.Н., Шиукаева Л.В. Tourist guide for local areas: content and structure.....	62
Хэ Тинтин, Арустамова А.А., Шиукаева Л.В. Motives of music and singing in the works by А.Р. Chekhov.....	64
Чемоданов Д.А., Плясунова С.Ф. The concept «information war» on the material of publicistic texts of the German language.....	65
Черепанова С.Д., Шиукаева Л.В. Preference of types of semantic relations in language consciousness of schoolchildren.....	66
Чжан Хао, Королёва С.Ю., Шиукаева Л.В. Chinese ancient music in modern music form.....	67

Научное издание

ИНОСТРАННЫЕ ЯЗЫКИ В ПОЛИЛОГЕ КУЛЬТУР

Материалы X научно-практической конференции студентов,
аспирантов и молодых учёных

(2–3 апреля 2019 г.)

Издается в авторской редакции
Техническая подготовка материалов: *Н. В. Бисерова*

Объем данных 1,47 Мб
Подписано к использованию 23.10.2019

Размещено в открытом доступе
на сайте www.psu.ru
в разделе НАУКА / Электронные публикации
и в электронной мультимедийной библиотеке ELiS

Издательский центр
Пермского государственного
национального исследовательского университета
614990, г. Пермь, ул. Букирева, 15