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О НЕКОТОРЫХ ЧЕРТАХ СОВРЕМЕННОГО БИЗНЕС ДИСКУРСА

В статье рассматриваются имеющиеся в настоящее время разработки отечественных и зарубежных исследователей в области бизнес дискурса, а также обоснования необходимости выделения бизнес дискурса как самостоятельного типа дискурса.
Ключевые слова: деловое общение, бизнес дискурс, функциональные стили.

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ON SOME FEATURES OF MODERN BUSINESS DISCOURSE

The article deals with the researches of Russian and foreign scholars in the field of business discourse, as well as the substantiation of distinguishing of business discourse as an independent type of discourse.
Key words: business communication, business discourse, functional styles.

Introduction

The increasing role of business in the modern world enhances the topicality of study of language and communication in the business sphere. Increasingly, linguists chose closely related to business areas as the subjects of their studies, such as: business communication (N.G. Naumova, I.A. Sternin, S.V. Shilova, O.V. Yashenkova, C.L. Bovée, H. Johnson, etc.), intercultural business communication (N.V. Botvina, E.G.

Ganish, M. Clyne, F. Bargiella-Chappini etc.), official discourse (TV Chrdileli, LP Naumenko), etc. English business discourse is becoming more popular as a topical area of research. However, in many linguistic studies terms *business discourse* and *official discourse* are used as synonyms. Therefore, the objective of this article is to distinguish business discourse as an independent type of discourse. Achieving this objective involves the following tasks: specifying the definition of discourse and distinguishing the concepts of business discourse and official discourse.

The phenomenon of discourse draws attention of philosophy, literary criticism, semiotics, social psychology and especially, linguistics, namely, cognitive linguistics, cultural linguistics, psycholinguistics, pragmalinguistics etc. A lot of Russian and foreign linguists study the problem of definition of discourse and developing a typology of discourse.

N.D. Arutyunova defines discourse as the speech, which is considered as purposeful social action and a component of human interaction, mechanisms of their consciousness and cognitive processes, it is the speech "of life" (Arutyunova, 1990). Y.S. Stepanov argues that "discourse is "a language in language" presented in a particular social reality. Discourse exists primarily and mainly in the texts, but texts with a special grammar, special lexicon, special rules of word usage and syntax, special semantics – eventually – a special world" (Stepanov, 1998).

"Official discourse" and "business discourse" concepts under consideration

Russian linguistics traditionally defines "official" (or "economic") type of discourse. However, considering development of the modern society these terms are not interchangeable and it is necessary to distinguish the concepts of business discourse and official discourse. The term "official" is originally used to distinguish official functional style of language from the conversational functional style of language. This term includes all types of professional discourse – political, economic and administrative. This means that the term "official" is too wide. In contrast, the term "economic" is too narrow if we speak about all the diversity of discourse in business sphere, such as production, trade, finance or management. Similar terms such as "commercial", "corporate", "negotiation" discourses, as well as "economic", mentioned in some studies, are only subspecies of a comprehensive concept of "business discourse".

At the same time, considering the increasing internationalization of the society and science (and hence the scientific language and terminology system based on English terms) the concepts which include the "business" element, such as, "business communication", "business rhetoric", "media business" are used increasingly in the modern world. That is why the term "business discourse" is more appropriate for the typology of discourse in business sphere and related areas as it covers all these aspects. This term has already appeared in works of Russian linguists (Z.I. Guryeva, Y.V. Taratukhina, L.M. Andryuhina E.N. Malyuga, E.V. Ponomarenko, D.S. Khramchenko, etc.) and it is considered as preferable, correct and comprehensive and it is considered as preferable, correct and comprehensive. (Malyuga, 2011; Ponomarenko, 2013; Khramchenko, 2014).

Business can be defined as any commercial activity aimed to get profit by providing someone with goods (products) or services in exchange for money (Brown, 2008).

There is no doubt that the world of business is a special world with its own special rules, its special terminology, and it should have its own specific discourse - business discourse. But how business discourse can be defined? As far as discourse in general is a multi-valued and multi-faceted concept, the definition of discourse as a set (or array) of thematically correlated texts, based on recognized definitions, can be taken as a basis (Karasik, 2002). According to this approach, business discourse can be defined as an open set of texts, integrated with business subjects (in the narrow sense), and as a verbalization of business communication (in the broad sense). The well-known Western European specialist F. Bargiela-Chiappini defines business discourse as "all about how people communicate, using talk or writing in commercial organizations in order to make their work done", as a "social communication in business context" (Bargiela-Chiappini, 2006).

In the modern theory of discourse one of the most important parameters of discourse are style and genre (Galperin, 1981).

In contrast to official discourse, genres of official functional style of language are not sufficient to achieve the objectives of the participants of business discourse. Genres and features of the official functional style are inherent to communication within the company between management and subordinates (in order to provide orders or information), with external partners during negotiations, transactions, etc. But they are not suitable for communication with customers in order to interest them in products or services of the company or persuade them to buy company's products or use its services. That is why it is necessary to distinguish business discourse as an independent discourse, separate from official one, although they can interact in certain cases.

Currently there are a number of theoretical studies in business discourse field. Significant achievements in this area have been made by R. and S. Scollon, V. Bhatia, F. Bargiela-Chiappini, A. Pennycook, X. Spencer-Oaty, L. Beamer, Ai. Warner, L. Putnam, G. Poncini, C. Nickerson etc. By the end of the 1990s it was identified the subject of study ("how businessmen use language to achieve their goals") and the basis of the methodology (Ehlich & Wagner 1995, Firth 1995, Ulijn & Li 1995, Bargiela-Chiappini & Harris 1997, Bargiela-Chiappini & Nickerson 1999), highlighted the links between business context and language, filled the gap "between contextual business approach and text linguistic approach" (Charles, 1996).

Over the past two decades researchers attempt to analyze discourse in different areas and aspects of business using the techniques of conversation analysis, sociology and ethnomethodology. As the result of this analysis its key role was concluded: "conversation – is the life blood of all companies, and as such, it forms and it is formed by structure of the organization" (Boden, 1994).

The culture of corporate communication, management dialogue, transactional discourse and communication models in business have been covered in works of Daft & Lengel (1984), Beamer (1992), Trompenaars (1993), Scollon & Scollon (1995), Varner & Beamer (1995), Louhiala-Salminen (1997), Perkins (1999). Discourse as an expression of power takes an important place in the researches of Yeung (2004), Holmes (2000), Vine (2004). For instance, J.Fendt (2007) describes discourse of Chief Executive Officer (CEO). There are also linguistic studies of business meetings in terms of their pragmatic goals - an exchange of views or decision-making (Yamada 1990, 1992, 2002).

A. Johns (1980) analyzed the cohesion in the business correspondence, S. Jenkins and J. Hinds (1987) described the national peculiarities of British, French and Japanese business letters. We Maier (1992), Yli-Jokipii (1994), Gotti & Gillaerts (2005) studied different genres of business correspondence, Louhiala-Salminen et al. (2005) - the specifics of e-mail and fax messages.

The study of communication in business sphere is essential both for description and better understanding of its mechanisms and training students and businessmen more efficient means of communication (in particular, using of a foreign language skills). As a material can be used real or experimental, authentic or simulated data, as well as their combinations depending on the purpose of researchers (for instance, authentic advertising texts in combination with the test manipulation by Nickerson, Gerritsen & van Meurs 2005).

With regard to the methodology of discourse studies one of the most frequently used method is "case study", especially in combination with critical analysis. It is used by Sh. Livesey in a number of publications on corporate discourse of Shell, McDonalds and ExxonMobil (Livesey 1999, 2001, 2002) and Perkins (1999) in the description of the business context of Vision Corps. J. O'Rourke (2006) presents set cases for managerial communication studies during the transitional period.

Conclusion

In Russian linguistics business discourse is new and under-investigated area, but there are a number of dissertations devoted to this topic: V.V. Kuznetsova (2005) explores the corporate principles of English group professional discourse, V.A. Ponomarenko (2007) describes the phraseological units of business discourse, S.J. Turin (2003) - his lexical and phonetic features, N.A. Balandin (2004) analyzes the discourse of negotiations in English for business communication, N.S. Fedotova (2005) – the concept of "guarantee" in English business discourse, Y. Danyushina (2011) – English network business discourse. Business discourse is an object of research of both Russian and foreign linguists.

To conclude, considering the trends of the modern linguistics it seems appropriate to distinguish business discourse as a separate and independent type of discourse with its own genre and stylistic characteristics, although interaction and intersection of official and business discourse in certain circumstances cannot be excluded.

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УДК 811

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ОСОБЕННОСТИ ПЕРЕВОДА ТЕРМИНОВ В НЕФТЕГАЗОВОЙ ПРОМЫШЛЕННОСТИ

В статье рассматриваются особенности и структура нефтегазовой терминологической системы в контексте научно-технической литературы. Автором предложен анализ взглядов исследователей, изучающих основные способы перевода терминов, применяемых именно в данной отрасли. Значительное внимание уделяется трудностям, с которым может столкнуться переводчик в ходе работы над подобными текстами. Автор полагает, что на основе

классификации терминов перевод узкоспециальной терминологической лексики может быть значительно облегчен. Данный подход может быть интересен переводчикам в разных отраслях и позволит поддерживать высокое качество и адекватность перевода.

Ключевые слова: нефтегазовая промышленность, перевод, транслитерация, транскрипция, семантическая структура, адекватность перевода.

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PECULIARITIES OF OIL AND GAS INDUSTRY TERMS TRANSLATION

The article discusses the peculiarities and structure of the oil and gas terminology system in the context of scientific and technical literature. The author considers the views of researchers studying ways to translate basic terms used in this particular industry. Considerable attention is given to the difficulties that may face an interpreter working with such texts. The author dwells on the classification of highly specialized terminology translation and based on this approach he reckons that translation of scientific and technical terminological can be greatly facilitated. Admittedly, this approach may be of interest to translators in different industries and will maintain the high quality and the adequacy of the translation.

Key words: oil and gas industry, translation, metagraphy, transliteration, semantic structure, adequacy of the translation.

Введение

На сегодняшний день темпы развития международного сотрудничества в различных областях производства постоянно увеличиваются. Все большее количество людей постоянно вовлекается в те или иные формы языкового взаимодействия, получая доступ к мировым накопленным знаниям и опыту в самых разнообразных производительных сферах. Несмотря на значительно возросшее количество билингвов – людей, владеющих двумя и более языками, приобщение к научно-техническим достижениям ведущих стран по сей день для многих остается затруднительным, и преимущественно из-за отсутствия качественных переводов научно-технической литературы, особенно в узкоспециальных областях, таких как например нефтегазовая промышленность.

Нефтегазовая отрасль является одной из ведущих отраслей промышленного производства во многих странах мира и одной из наиболее динамично развивающихся. Эта сфера, как и любая другая, требует от переводчика не только превосходного владения иностранным языком и знания теории и практики перевода, но и профессионализма, специальных знаний в данной сфере производства. Особую сложность для переводчиков представляет система терминов нефтегазовой отрасли — специфический набор лексических единиц, отражающих специальные явления, предметы, практики и так далее.

В данной статье мы рассмотрим особенности и структуру нефтегазовой терминологической системы в контексте научно-технической литературы, обозначим основные способы перевода терминов, применяемые именно в данной отрасли, и укажем на трудности, с которым может столкнуться переводчик в ходе работы над подобными текстами.

Прежде всего нужно отметить, что литература в нефтегазовой промышленности относится к научно-технической. Это совершенно особый тип текста, значительно отличающийся по своему грамматическому строю, лексическому составу и прагматике от текстов художественных, официально-деловых или публичных. К научно-техническим текстам предъявляются особые требования, связанные с функционированием и целевой направленностью. Кроме того, сам предмет, тема текста оказывают решающие влияние на его язык и структуру. Здесь важна не только техническая составляющая, но и собственно научная, так как научное мышление диктует определенные способы изложения гипотез, результатов исследований и так далее.

Разумеется, переводчику необходимо учитывать все эти особенности для выполнения качественного перевода текстов в нефтегазовой промышленности. Кроме того, научное и техническое информационное поле постоянно расширяется и усложняется за счет быстрого и всестороннего развития разных отраслей производства, в том числе и нефтегазовой отрасли. Это приводит к быстрой смене терминов, когда одни устаревают, другие входят в употребление, у третьих уточняется/расширяется значение, и так далее. Незнание, или неадекватное владение переводчиком специальной терминологией может приводить к серьезным последствиям, искажая суть текста и влияя на дальнейшие разработки в той или иной области.

Итак, как мы уже отмечали, тексты научно-технического характера имеют ряд стилистических, структурных, грамматических и лексических особенностей, которые представляют трудности для переводчика. В целом научно-технический стиль отличается от других функциональных стилей своей формой существования: преобладает письменная монологическая речь, а стиль характеризуется подчеркнутой логичностью, точностью и доказательностью изложения, а также отвлеченностью и обобщенностью [14, с. 134].

Обзор литературы

В лексическом плане научно-технический текст отличается использованием терминов. Существует большое количество определений терминов, но мы будем следовать за

В.Н. Комиссаровым, который под терминам имеет ввиду «слова и словосочетания, обозначающие специфические объекты и понятия, которыми оперируют специалисты определенной области науки или техники» [10, с. 110]. Приведем еще ряд определений, в которых, на наш взгляд, исследователи отмечают важные особенности термина как особой лексической единицы. Так, А.А. Реформатский описывает термины как «однозначные слова, лишенные экспрессивности» [15, с. 53]. М. М. Глушко отмечает важное для понимания термина наличие «у него строгой и точной дефиниции, четкими семантическими границами и поэтому однозначное в пределах соответствующей классификационной системы» [2, с. 67]. С.В. Гринев-Гриневич [4] в свою очередь сформулировал и описал две важнейшие характеристики термина, такие как «содержательная точность» (имеется ввиду четкое соответствие между обозначаемым и обозначающим, отсутствие омонимии и многозначности) и «специфичность употребления» (термин, в отличие от обще- употребительной лексики, употребляется, как правило, в одной специфической области; однако, сейчас, с развитием междисциплинарности, многие термины стали использоваться сразу в нескольких областях, что с одной стороны облегчает, а с другой – наоборот усложняет работу переводчика).

В лингвистике существует два основных подхода к изучению терминов и терминологических систем – дескриптивный и нормативный. Основным предметом спора между сторонниками двух обозначенных подходов является статичность или динамичность термина как лексической единицы. Нормативный подход, трактующий термин как статичную единицу, поддерживают Д.С. Лотте [13], А.А. Реформатский [15], Т.Л. Канделаки [7]. Для них термин – это совершенно особая единица лексики, грамматическая и семантическая структура которой не совпадает со структурой слов общелитературного языка. С их точки зрения, термин не является единицей живого, постоянно меняющегося языка, он неизменен и статичен («идеальный термин» с точки зрения лингвистики). Несмотря на спорность такого утверждения, исследователи, придерживающиеся нормативного подхода, описали требования, предъявляемые к термину и раскрывающие его сущность. Слово, претендующее на то, чтобы называться терминов, должно быть «однозначным, точным, систематичным, кратким и не иметь синонимов и антонимов» [15, с.54]. А.А. Реформатский уточняет, что «однозначность термина следует понимать в пределах терминологического поля, т.е. данной терминологии» [15, с. 54].

Г.О. Винокур [1], Б.Н. Головин [3], Р.Ю. Кобрин [8], В.П. Даниленко [5], А.И. Крылов [11], напротив, сформировали дескриптивный подход к термину, поставит под сомнение определение термина как статичного элемента сферы фиксации. Данные исследователи считают термин не особым словом, отличным от общелитературных слов, а всего лишь словом, выполняющим особую функцию. Следовательно, любое слово, согласно этому подходу, может стать термином, а любой термин – может перейти «обратно», и снова стать словом общелитературного языка. В связи с этим становится невозможным предъявление к термину тех требований, которые обозначили сторонники нормативного подхода. С дескриптивной точки зрения термин как лексическая единица может иметь несколько значений, синонимы и антонимы, что в корне противоречит нормативному подходу. Новейшие исследования в данной области склонны придерживаться дескриптивной точки зрения, которую мы полностью разделяем.

Однако, термин все же отличается от общеупотребительного слова: «Получается, таким образом, что в слове-термине на первый план выступает его объектное значение, субъектное же, оценочное, или вообще снято, или затушевано» [Головин, 3, с. 7]. Исследование, проведенное Б.Н. Головиным [3], был посвящено тем характеристикам, которыми обладает термин в отличие от слова, которое термином не является. Кратко обозначим данные характеристики.

Согласно Б.Н. Головину [3], термин демонстрирует соотнесенность не с отдельным предметом, а с целым понятием; затем, термин обладает потребностью в дефинировании (общеупотребительное слово понятно без определения, дефиниции, тогда как для понимания термина такая дефиниция необходима); далее, термин может формировать индивидуальные понятия, свойственные отдельным ученым и употребляемые исключительно в исследованиях этих ученых (термины могут быть авторскими и общепризнанными); и наконец, значение термина соотносится со значениями других терминов в пределах одной терминологической системы одной конкретной научной, технической или профессиональной области.

При переводе основную трудность у переводчиков вызывают отраслевые, специфические термины, которые употребляются в одной в одной узкоспециальной области науки или производств. К таким терминам относят и термины нефтегазовой промышленности, такие как дросселирование, вертлюг, каптаж, коксовик. Нефтегазовая тематика является одной из наиболее сложных в отношении перевода, так как в большом количестве использует узкоспециальную терминологическую лексику. Кроме того, терминологическая система данной отрасли включает в себя и многочисленные термины, которые используются в разных сферах этого производства, что еще более затрудняет перевод.

В своей диссертации Е.Ш. Думитру [6, с. 15] говорила о том, что ядро данной терминологической системы составляют по преимуществу термины, входящие в тематическую группу «Бурение скважины. Техника и технология бурения». Периферийную область терминологии составляют другие терминологические подсистемы, которые связаны с отраслями техники, науки и знаний, которые привлекаются в процессе добычи нефти и газа. Такие термины из смежных областей принято называть «привлеченными терминами».

Привлеченными терминами для нефтегазовой промышленности считаются термины из таких отраслей науки и знания, как петрография, математика, вычислительная техника, геология, общее машиностроение, геофизика. В качестве примера привлеченных терминов можно указать stressed state of geological material (напряженное состояние породы), logging-каротаж, pay section (продуктивная толща), free fall core (бросовый аппарат), fishing operation unit (аппарат для ловильных работ).

Термины нефтегазовой промышленности можно разделить на несколько групп вслед за А.Я. Коваленко [9]. Мы использовали термины из отраслевого журнала «Oil&Gas» [15]. Первая группа состоит из простых терминов, состоящих из одного простого (не составного) слова: coker (коксовик), mast (мачтовая вышка), naphtha (нафта), coupling (соединительная муфта). Некоторые термины из этой группы не переводятся, а транслитирируются, например, нафта. Кроме того, некоторые простые термины на русский язык могут переводиться словосочетаниями, как например мачтовая вышка.

Во вторую группу входят так называемые сложные термины, которые могут писаться через дефис, или которые состоят из двух слов — так называемые сложные слова. Здесь в качестве примера можно привести такие термины как down-hole (нисходящая скважина), oilfield (месторождение нефти), drawwork (буровая лебедка), offshore (шельфовый), hydrotreater (гидроочиститель). На русский язык эта группа терминов может переводиться соответственно сложными словами, словосочетаниями или простыми словами, как например шельфовый.

И, наконец, третья группа включает терминологические словосочетания, которые состоят из нескольких лексических единиц. В.А Судовцев [16] отмечает, что термины-словосочетания, «связанные с помощью предлога или беспредложным способом, могут быть как устойчивыми, так и свободными сочетаниями».

Эту группу возможно разделить на две подгруппы, в зависимости от смысловой связи между компонентами термина. В первой подгруппе такая связь выражена присоединением: marginal fields (месторождения с ограниченными запасами), water intake system (водозащитная система), jet hose (струйная воронка для приготовления бурового раствора). Вторая подгруппа отличается грамматически и синтаксически, так как отношения между компонентами термина обозначаются при помощи предлога, например: heat of liquid (теплосодержание жидкости), reliability of hydraulics (надежность гидравлической системы), capping of well (каптаж скважины).

Также нам кажется важной указать и еще на один способ классификации терминов, предложенный В.М. Лейчиком [12, с. 33, 34]. Для наполнения этой схемы мы снова обратились к журналу «Oil&Gas». Итак, В.М. Лейчик предлагает две классификации терминов, логическую и лингвистическую. В первой группе термины подразделяются по:

1. объекту номинации (сюда входят научные термины, технические и общенаучные термины);
2. логике (сюда относятся термины объектов и процессов, термины признаков и термины величин).

Во второй, лингвистической, группе термины разделяются на подгруппы по:

1. формальной структуре (здесь мы можем говорить о терминах-аббревиатурах, терминах-словах, терминах-словосочетаниях);
2. языку-источнику (термины могут быть заимствованными из другого языка, или быть образованы средствами своего языка — это так называемые «своеязычные термины»);
3. по части речи (термины могут являться существительными, прилагательными, глаголами и так далее; знание части речи крайне важно для качественного перевода нефтегазовой терминологии).

Кроме того, В.М. Лейчик предлагает классифицировать термины по статистике их употребления: термины могут быть высокочастотными, среднечастотными и низкочастотными. Эта классификация важна для переводчика тем, что позволяет сформировать корпус наиболее употребительных терминов, что значительно облегчает процесс перевода.

Основные способы перевода

При переводе текстов по тематике «нефтегазовая промышленность» в задачу переводчика входит не только по возможности полная и точная передача мысли автора, но и стилистическое оформление текста в соответствии с правилами составления и оформления научно-технических текстов на русском языке. Здесь переводчику стоит избегать переноса в русский научный текст черт, характерных для английского научного стиля.

Основными способами перевода терминов являются:

1. *Описательный перевод.* При таком переводе переводчик передает значение слова при помощи развернутого описания – объяснения. Такой перевод крайне не желателен, его следует использовать только в тех случаях, когда русский язык не предлагает

никаких возможностей для более точной передачи того или иного термина. Такой перевод не только значительно увеличивает объема текста-перевода, но и затрудняет его понимание реципиентом. Пример: термин unlocking dart (отсоединяющий наконечник для снятия защитного колпака с устья подводной скважины).

2. *Перевод с использованием родительного падежа*. Этот способ перевода крайне продуктивен и позволяет переводить большое количество терминов-словосочетаний, например bending radius (радиус изгиба).

3. *Транскрипция, или транскрибирование* – передача фонетического строя английского слова русскими буквами. Такой способ используется или для фамилий, названий фирм, или для тех терминов, перевод которых таким образом уже устоялся, например, нафта, как было указано выше.

4. Сходный прием – *транслитерация*, передача буквенного строя иноязычного слова. Транслитерация на современном этапе не применяется к фамилиям и названиям фирм, но используется в передаче терминов. Также как и предыдущий способ, транслитерацию стоит использовать только для тех терминов, перевод которых таким образом уже традиционен, например лазер – laser. Здесь переводчику стоит помнить о существовании так называемых «ложных друзей переводчика» - псевдо-интернациональных слов, ошибка при переводе которых сильно снижает качество перевода.

5. *Калькирование,* которое также называется *дословным переводом*, заключается в воспроизведении внутренней семантической структуры иностранного слова (термина) средствами языка перевода.

Например, turbobit (турбодолото).

6. И последний прием – *предложный перевод,* перевод с использованием разного рода предлогов. Такой вид перевода, равно как и перевод при помощи родительного падежа, является очень продуктивным и позволяет переводить огромное количество терминов (maintenance floor – площадка для обслуживания оборудования).

Выводы

Таким образом, мы видим, что сфера нефтегазовой промышленности является одной из наиболее сложных тем для перевода в силу использования большого количества самых разнообразных по структуре и происхождению терминов, которые представляют собой узкоспециальные, или отраслевые термины, которые не встречаются больше ни в какой другой сфере производства. Рассмотренные нами классификации терминов помогают переводчику подходить к переводу терминов осмысленно, уделяя внимания их внешней структуре и внутренне семантической структуре. В распоряжении переводчика имеется ряд приемов, который позволяет адекватно передавать иностранные термины и поддерживать высокое качество перевода.

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ВЕРБАЛЬНЫЕ И НЕВЕРБАЛЬНЫЕ АСПЕКТЫ ЖЕНСКОГО РЕКЛАМНОГО ДИСКУРСА (НА МАТЕРИАЛЕ АНГЛИЙСКИХ И АМЕРИКАНСКИХ ПЕЧАТНЫХ СМИ)

В статье рассматриваются основные вербальные и невербальные аспекты женского рекламного дискурса. Автор рассматривает основные характеристики синтаксиса, лексики, семантики рекламного языка. Анализируются основные способы образования неологизмов: конверсия, словосложение, аффиксация. Наиболее распространенным явлением в женской рекламе является метафора, в частности, структурная метафора.
Ключевые слова: рекламный дискурс, цвет, неологизмы, конверсия, словосложение, метафора.
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VERBAL AND NON-VERBAL ASPECTS OF WOMEN ADVERTISING DISCOURSE (BASED ON PRINT ENGLISH AND AMERICAN MEDIA)

The article considers verbal and non-verbal aspects of women advertising discourse. The author analyzes basic syntactical, lexical-semantic features of advertising language. Main ways of forming neologisms are examined: conversion, compounding, affixation. Metaphor is one of the most popular tropes in women advertising discourse, especially structural metaphor in the concept of “war”.
Key words: advertising discourse, colour, neologisms,

conversion, compounding, metaphor.

Introduction

Today advertising has broken into every corner of our life in many forms: newspaper, magazine, TV, radio, posters and Internet. One cannot but agree that advertising has a huge power aimed at attracting and manipulating people, their thoughts and opinions, choices and decisions.

Many researchers viewed discourse differently. According to Teun Van Dijk (1989), "discourse" is a spoken text, while "text" is an abstract grammatical structure of it. The concept of discourse relates to the actual speech act, whereas the "text" relates to the system of language or formal language skills, linguistic competence. Leech in his book (Leech 1972) writes, that the language of advertising belongs to so called 'loaded language'. The term "loaded language" refers to words, phrases, and overall verbal and written communication that is intended to inspire emotion in the reader or listener.

Advertising discourse is complex communicative phenomenon, with pragmatic orientation that combines features of distinctive speech and written text with a set of semiotic means. The effectiveness of advertising discourse depends on how the information encoded in it corresponds to the cultural, social, national characteristics of the recipient. The communicative nature of language, culture and advertising discourse is responsible for their close relationship. In advertising discourse numerous verbal and non-verbal means are used to persuade the consumer to purchase the product. In line with Cook, we view print advertising as discourse i.e. text and context together, and as such, non-verbal elements of ads is exploited for communicative purposes. Therefore, it is necessary to bear in mind that both verbal and non-verbal codes are powerful devices used by advertisers for the sake of achieving their objectives and neither of them should be neglected when analysing persuasive strategies in the discourse of advertising.

Results and analysis

The use of colours plays an important role in the process of persuasion. Specific colours used in advertising are aimed at capturing the reader's attention.

According to Bovée and Arens (1992), colour enhances image and "sells". For example, green colour used in cosmetic advertising transmits the positive connotations associated with it on the advertised product. In people's mind everything that is green has to do with nature. That is why the use of green in advertisements automatically makes people think that the product is “natural” which means it consists of natural, harmless ingredients, “healthy” and “eco”.

The graphical tools used in advertising, are intended to draw attention to the advertised object, its properties, and as a result, create a desire to buy the product. In advertising media various types are used. Advertising makes use of various strategies how to highlight a certain word, phrase or the whole slogan. One of the most frequent ways is the use of capitals, for example, the following print advertisement consists of capitals only:

“DON’T JUST APPLY! STYLE YOUR LASHES! UP TO A 65% LIFT. A BOLDLY THICKENED LOOK.” (Glamour 06/2013).

The following example contains only particular words in capitals. It helps to draw the attention of the reader to the most important and catchy words:

“the COLOR you CRAVE – the PROTECTION you NEED.” Australian Gold (Elle, 03/2015).

Handwritten font indicates friendliness and fosters trust between the reader and the product.

All in all, graphical features of advertising layout, the use of capitals and handwritten font as well as emphasis on key words make for the implementation of pragmatic function of advertising.

Syntactical features of women advertising discourse can be characterized by the predominance of simple sentences over complex, extensive use of elliptical constructions. Along with that, all 4 types of sentences are used in advertising discourse, however, declarative is prevalent, which reinforces the informative function of advertising.

Parallel constructions are widely used in advertising language, aiming at strengthening the emotionality and importance of the message. Parallelism more often occurs in elliptical sentences. It helps to omit unnecessary information and make the text more concise and effective. It is also reasonable in terms of economical use of print space:

"Unbeatable protection. Unbelievable price." (Glamour 03/2015).

"Dramatic depth. Unstoppable character." (Glamour 03/2015).

"Not heavy. Not masky. Not shiny." (Cosmopolitan 04/2015).

Lexical level of advertising discourse is characterized by the use of 1) imperative verbs (get, take, try, infuse); 2) compound adjectives (anti-ageing, natural-looking, age-defying); 3) possessive pronouns (your, our, my), that help establish trust and reliability between the customer and the advertiser.

There is another salient feature of women ad discourse – a wide use of neologisms. Most of them were formed by

- conversion – when one part of speech is used as another without any change of form: make up (noun) – to make up (verb), look (verb) – it looks like masterpiece, look (noun) – have the look of healthy hair; colour (noun) – to colour (verb), brush (noun) – to brush (verb)
- clipping – a shortening of a word by cutting two or more syllables: fabulous – fab; professional – pro; flexible – flex, glamorous – glam, comfortable – comfy.
- Blending – blends are defined by Lehrer as "compounds consisting of a whole word and a splinter (part of a morpheme) or two splinters" Ex: Provocalips – provocative + lips;

Fabulash – fabulous + lash; Elasticolor – elastic + color; Apocalips – apocalypses + lips.

Advertising language is rich of personification, simile, antithesis, metaphor, hyperbole. One of the most popular trope in women advertising is metaphor. Beauty advertising is characterized by high frequency of structural metaphors, especially in the concept of "war":

1) "How to make your stubborn make up *leave without a fight."*

2) "A powerhouse against the first signs of aging."

It can be noticed out that advertisers view problems as enemies, that have to be defeated.

Conclusion

All in all, women advertising language is defined by its extremely positive communicative and pragmatic orientation. This characteristic of advertising language determines the choice of linguistic and extralinguistic means by advertisers.

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СЕМАНТИЧЕСКИЙ АНАЛИЗ РЕКЛАМНЫХ ТЕКСТОВ, ПРИЗНАННЫХ НЕПОЛИТКОРРЕКТНЫМИ И ОБВИНЕННЫХ В РАСИЗМЕ

В статье рассматривается влияние рекламы на развитие современного общества и возможность проследить через современный рекламный дискурс отношение общества к определенным проблемам. В работе сделана попытка на основе семантического анализа показать, что уровень опасных расистских отношений в американском обществе достаточно высок. Мы разобрали наиболее яркие примеры той рекламной продукции, которая является общепризнанно политически некорректной и обвиненной в откровенном расизме.
Ключевые слова: денотативное и коннотативное значение, политкорректность, межкультурная реклама.

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SEMANTIC ANALYSIS OF CULTURALLY INSENSITIVE ADVERTISEMENTS

The article presents the advertising influence on the development of modern society and the possibility to trace with the help of ad discourse a society's attitude to some problems. Based on semantic analysis we would like to show that the level of racist attitudes in American society is high. The brightest examples of the culturally insensitive ads are analysed.

Key words: denotative and connotative meanings, political correctness, multicultural advertising.

Introduction

Advertising may be described as the science of arresting the human intelligence long enough to get money from it. It is thus clear that advertising has played a decisive role in today's business world. The issue of whether advertising languages are offensive and non-politically correct has become the point of attention.

So thorough studies on language features of American advertising helps improve both the understanding and designing of successful advertisements. Semantics, on the other hand, is the study of meaning system of a language and its approaches vary widely. In one view, meaning is the relationship between language and the external world (referential or denotative meaning), between a word and the concept it stands for.

In another, it involves the mental state of the speaker, as reflected in a range of personal, emotive overtones (affective or connotative meaning). Semantic is one of the linguistic forms that propel advertising to the desired height. The uniqueness of the word choice and association makes the language of advertising a specialized field of study.

A close examination is made of the various word manipulations and arrangements, the choice of words, word order, denotative and connotative meanings of advertisement **slots**, and other deviations for grounded on established English language code. The idea is to find out how writers create non-PC ads and to provide fuller understanding and appreciation of the texture, meaning and comprehension of the language employed. In advertisement, the choice of diction involves exceptional skills.

This will surely help in finding the right words combination for a given situation. Wrong lexical choices will either inaccurately mar the purpose of communication or at best vaguely or partially convey the intended meaning. The most important factor in communication is the attainment of a point of understanding of the meaning.

The USA are not so "united"

More and more, marketers are backing away from the idea of targeted multicultural advertising in favour of a "general market" approach. It's a philosophy that seems to fit the current mood of America.

"We're not as divided as our politics suggest," proclaimed Barack Obama during his victory speech. With Americans split down the middle on seemingly every issue -- from guns to health care, from abortion to the deficit -- we did manage to come together and elect our first African-American president.

But the nation is still hardly as unified as the president's rhetoric would have it. Two recent studies suggest, for example, that it may be a grave mistake for marketers to assume that Americans see eye to eye when it comes to race.

One study by professors at Stanford, the University of Chicago and the University of Michigan found that the proportion of voters answering questions with "explicit anti-black attitudes" increased to 50.9% in 2012 from 47.6% in 2008. They found a corresponding decrease among those expressing "pro-Black attitudes," to 41.9% from 46.7%.

Perhaps not surprisingly, there were large differences by political party. And the chasm widened between 2008 and 2012.

In the other study, political scientists at Brown and UCLA found that voters high on a racial-resentment scale moved closer to identifying with the Republican Party, and concluded that Obama's 2008 election "activated long-dormant old fashioned racism" and caused many white Americans to leave the Democrats.

We are not going to be the one to declare that half of Americans, as the first study implies, have racist tendencies. But racism can be ***subtle***. It can be institutionalized.

On one end, we see America hoisting the racism-is-over flag, with many believing that Obama's presidential victory is proof positive that racial equality has been achieved, though several journalists attempt to diffuse this mind-set, explaining that Obama is one man, one example, and not a panacea for fixing the racial problem in America. But this attitude has provided fodder for many marketers to permanently plant Black Americans into the general-market segment as they perceive the Obama win as confirmation that Black America has assimilated 100% into the predominate culture. Former radio executive-turned-media-company owner Zamira Jones explains: "We have seen the devaluation of the African-American segment over time. The better we have done, the more marketers have seen us a homogenized group. In essence, we are White people in waiting." It's amazing that the pundits tell us that in order to fit in, African Americans (and others) have to give up their culture when everything around us tells us that Black culture continues to influence mainstream.

On the other end, there appears to be an interest in Black America and a need to re-educate the public about who African Americans really are as a people, and the effect that the Obama win has had not only on the Black community, but also on mainstream America as well. Zamira Jones adds: "Obama's election has sparked an interest nationally and internationally in terms of not only wanting to understand 'Who is he?' but also, 'Who are they [African Americans]?'"

Evidence of this interest is seen post election in major mainstream print media for example. Harvard professor Orlando Patterson writes about the Black influence and exclusion in "The New Mainstream" and provides a contrasting point of view to White America's perception about Black assimilation: "While Blacks have made absolute gains in income and education since the 1960s, their relative position has not changed. ... Socially, blacks are more separate now than at the end of the 1960s."

The Chicago Tribune's cover story in the Nov. 10 issue featured an article about diversity in the workplace, and primarily focused on African-American authority in the workplace. Luke Visconti, partner and co-founder of Diversity, which publishes a magazine on workplace diversity, said this in the article: "Obama's visibility on the national and world stage is an important step toward changing perceptions and cementing the idea that it's normal to have minority leaders. ... As we become very used to an authority figure who's Black, we're going to be much more comfortable with authority figures who are Black." Visconti called this overcoming the "the expectation of the exceptional."

But for those stereotypes to be knocked down, for the education to happen, White America in general -- and marketers in particular -- will have to pay attention and be willing students.

How can we prove it?

Increasingly, advertising examples are being analyzed and used as yet another form of communication, on account of their ubiquity (e.g. billboards, Internet, television, magazines). Designed to ***compel*** us to purchase products, advertisements have the potential to greatly impact our lives. They show current trends in social preferences, they reveal cultural values and norms of the target audience and, finally, they can be the mirror of the times people live in. We would like to suggest looking at this mirror in order to see the real attitudes toward people that generation after generation try to become a part of the American culture. In our case it will be the semantic mirror.

The U.S. is a culturally diverse society. However, there is also a dominant culture and Asians, Middle-Easterners, and African Americans give up their differences so that they could fit into the mainstream of the society. A more historically accurate metaphor is that the U.S. has had a cultural "cookie-cutter" with a white, Anglo-Saxon, Protestant, ***male mould*** or shape.

There is another argument that needs to be made. Blacks and whites, on many measures, see the world in quite different ways. And this has direct implications on how we advertise.

What colour the money is

We are ready to present the necessity of the component semantic analyse of advertisement. It could help to avoid the mistakes that can lead to the harmful consequence for your company reputation and jeopardise its further existence on the modern marketplace. Nowadays we have to control language we use. For working in this industry we have to realise what time it is. We have to see the handwriting on the wall. We have to know what colour the money is. It's black and yellow, brown *and* white.

Semantics is the study of meaning system of a language and its approaches vary widely. In one view, meaning is the relationship between language and the external world (referential or denotative meaning), between a word and the concept it stands for. In another, it involves the mental state of the speaker, as reflected in a range of personal, emotive overtones (affective or connotative meaning). The uniqueness of the choice of words makes the language of advertising a specialized field of study.

This paper presents an analytical study of ***the language features of some American advertisements at a semantic level.*** Through the detailed survey the semantic features of the language of advertising we can provide with the list of recommendations that could escape non-PC mistakes.

In the analysis, the use of connotative meaning of words, adjectives, coined words, repetition, metaphoric use of words, punning, non-existing words, the use of ambiguous statements are discussed to reveal fuzzy nature that are used by advertisers to achieve their persuasive ends.

Cultural role of advertising

The right question would ask about the cultural role of advertising, not its marketing role. Culture is the place and space where a society tells stories about itself, where values are articulated and expressed, where notions of good and evil, of morality and immorality, are defined. In our culture it is the stories of advertising that dominate the spaces that mediate this function. If human beings are essentially a storytelling species, then to study advertising is to examine the central storytelling mechanism of our society. The correct question to ask from this perspective, is not whether particular ads sell the products they are hawking, but what are the consistent stories that advertising spins as a whole about what is important in the world, about how to behave, about what is good and bad. Indeed, it is to ask what values does advertising consistently push.

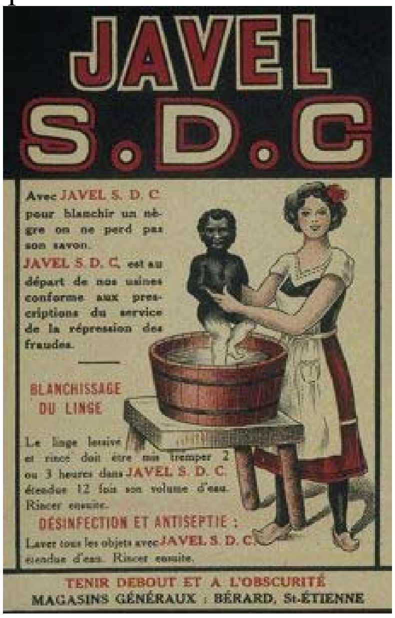
What is racism?

Typically, Asians, Middle-Easterners, and Africa Americans had been victims of racism for a long time. Unfortunately, racism is still an unsolved problem in the present time. The term is the belief that people of some races are inferior to others; it comes from diverse ethnic backgrounds, cultural values, and the physical appearance, especially the colour of the skin. As long as racism is existed in a society, the statement, "All men are created equal," is not true.

In case of United States of America, African-Americans are the main target of racism in the field of occupations, sports, and advertisings of mass media.

The following examples support how blacks are miserably treated as an inferior class of people in advertisings. In particular, their physique, appearances, the skin of colour, and inferior status are used.

Even though racial discrimination against black people has dramatically decreased in modern times, black people were extremely discriminated in advertisings in the past. In other words, it was very prevalent that black Americans were inferior class to white Americans in the past time Black people were treated differently because of the colour of skin in advertisings. For instance, most of soap advertisements delivered an extreme message; black people also can be clean and white if they wash by the soap. In addition, sensational phrases, "the soap makes me white or you can bleach a Negro" used in the soap advertisements.



Next, white Americans were portrayed as the strong like wealthy and sophisticated people; however, black Americans were depicted as the weak like servants or waiters in advertisings. As a matter of fact, different social status between whites and blacks was prevalently seen in restaurant advertisements:

In detail, white people who were socially superior ordered food to a black servant. Have you ever seen White people were being subservient to black people? Never did it happen in any advertisement. Always, African Americans have been considered less desirable.

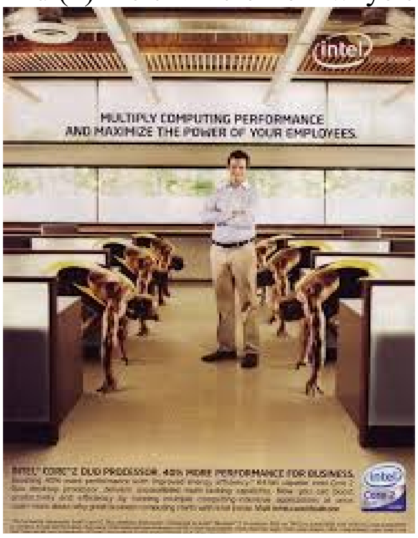
To sum up, in today's, as mentioned before, racism in advertisings is not as severe as in the past, but the social problem of racism is still existed. Especially, black people have been used ridiculously in advertisings:

1) their appearances are exaggerated like big lips and skull;

(2) a face is frequently used for comedic effect;

(3) the black skin colour is considered dirty;

and (4) the character is always either a servant or poor person.



Nivea’s controversial Ad “Give a Damn Campaign” created quite a grumble on Twitter claiming racism was the backbone supporting this marketing outlet together. Displaying a presentable black man preparing to start his day by throwing away his caveman head including the words “Re-Civilize Yourself.” Countless websites have questioned if this ad is racist.

Many sites have exhibited another ad featuring a white man doing the exact same thing with the words "Sin City isn't an excuse to look like hell." The ad was trying to display cavemen, not afros, but according to some people it was racist. On Twitter, one tweet emphasized that "Nivea claims that black people aren't civilized." Eventually the debate came to a close after the uproar forced Nivea to put down the ads.

In the wake of nationwide protests over the lack of an indictment for the death of Eric Garner, Walmart is editing a commercial showing a black man saying "I can't breathe" as he's hugged by his daughter.

Waves of protests over the chokehold death of Eric Garner by the NYPD are forcing a major US business to adapt, with

Walmart taking down and changing a commercial after people said it was insensitive for featuring the phrase, "I can't breathe.”

Those words, of course, were Garner’s last before he died during a confrontation with police that escalated over the sale of untaxed cigarettes in Staten Island.

The same phrase was adopted by protesters nationwide after a grand jury on Dec. 3 declined to indict police officer Daniel Pantaleo for the death of Eric Garner, who uttered the phrase in a video aired in news reports following his July arrest.

We have to admit that one of the most unprofessional and absolutely cultural insensitive ad was presented by Russian agency Voskhod. It promises a new flavour of the week: "Black in White" and has a picture of cartoon Obama standing in front of the Capitol grinning wildly.

This isn't the first time President Barack Obama's image has been exploited in international advertising, but it might be the most bizarre. The idea behind this ad, from Voskhod, for the ice cream bar Duet, is obvious, as are the racial overtones. But do we detect a bit of a sneer in the copy? The line "Flavor of the Week" does suggest that Mr. Obama's popularity was based on little more than fashion. And in these stormy days it's difficult not to read those rainbows in the background as ironic.

The ad is via Ads of the World, where there's a vibrant debate going on in the comments section. Sample: "[T]his is the worst ad ever made, supposed to be funny but turned out to be just racist!"

Truly, black people and white people are completely different from the colour of the skin and physical appearances. As a result, blacks have been considered socially inferior. We are not sure whether or not there is a way to escape from the vicious cycle of racism in advertisings. It is no exaggeration to say that a great number of social minorities suffer from severe racism in a society.

One of the fundamental points we managed to make is that the social causes and effects of using provocative racial imagery in ads images are extremely complex and multilateral. Any consideration of their "meanings" must take into account not only our own personal investments in them and the lifestyles they depict, but also the political economic milieu of which they are an inextricable part.

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ЛИНГВИСТИЧЕСКИЕ АСПЕКТЫ СОЦИОКУЛЬТУРНОЙ АДАПТАЦИИ НА ПРИМЕРЕ РЕКЛАМНЫХ ТЕКСТОВ

В условиях стремительного процесса глобализации многие компании стремятся выйти на международный рынок. Как следствие, перед ними встает задача адаптации названий брендов и рекламных слоганов к условиям рынка определенной страны. В данной статье рассмотрены лингвистические аспекты социокультурной адаптации названий брендов, а также рекламных слоганов. Поднимается вопрос о влиянии языка на формирование мировоззрения, как отдельного человека, так и целого народа, говорящего на этом языке. Подчеркивается важная роль языка в восприятии человеком той или иной информации и раскрывается понятие языкового сознания с опорой на гипотезу лингвистической относительности Сепира-Уорфа и лингвистические воззрения Бодуэна де Куртенэ и Леонтьева. В статье приводятся примеры ошибок, совершаемых компаниями при выходе на иностранные рынки, и подчеркивается необходимость учета, как языковых, так и экстралингвистических факторов для успешного вывода бренда на международный рынок.

Ключевые слова: глобализация, язык, языковое сознание, социокультурная адаптация брендов

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LINGUISTIC ASPECTS OF SOCIOCULTURAL ADAPTATION: BRAND NAMES AND SLOGANS

Against the background of the accelerating process of globalization many companies seek to enter the global market. As a consequence, they have to adapt of their brand names and slogans to the foreign market conditions. Thus the present article is devoted to the issue of sociocultural adaptation of brand names and slogans. Much attention is given to the impact that language has on shaping of the worldview of both individuals and nation speaking this particular language. The articles underlines the role of language in perception of information and touches upon the issue of linguistic consciousness with the reference to the Sapir and Whorf`s hypothesis and linguistic findings of Baudouin de Courtenay and Leontiev. The article gives examples of the common mistakes made by companies in process of entering the international markets and emphasizes the importance of taking into account both linguistic and extralinguistic factors for a successful ***global market entry.***

Key words: globalization, language, linguistic consciousness, sociocultural adaptation of the brands

Introduction

Adaptation of brand name and slogan to particular foreign markets, which is now also called a brand localization, is an integral part of foreign market entry. In order to elaborate a potentially successful brand name or advertising slogan companies tend to conduct marketing research so as to find out social and cultural peculiarities of the country where their potential target audience lives. It is made for better understanding how to provoke particular associations and desire to buy the product in minds of costumers. For instance, a well-known slogan of Nike, a seller of athletic footwear and apparel across the world, "Just do it" is designed to motivate, it is a kind of a challenge. So this slogan can equally appeal to both professional sportsmen and those who are only going to take up sports to be healthy and fit.

Some may think that in the globalized world of today an advertising campaign that was effective in one country will be just as effective in another. But it is not always the case. In fact, to break into foreign markets successfully, a company should take into account the whole set of extralinguistic factors factors (Malyuga, 2013). Without such knowledge customers are unlikely to grasp the message.

As the example of this we can take a well-known story about Gerber`s failure in Africa. The company is providing baby food and baby gear around the world. When this company decided to expand their product into Africa, they did not change the packaging where there was an angelic faced baby. In the United States and other countries around the world this image worked just fine. However, the product had no success on the market of Africa. Later Gerber found out that packaging design in Africa often contains pictures of what is actually inside it. This is done because a large share of Africans population cannot read. So it is not difficult to imagine which associations and emotions that particular packaging provoked in minds of the Africans. There is no need to say, that Gerber products did not sell well until they changed the packaging design.

This example points out possible peculiarities in visual perception of the same image by representatives of different nations and cultures. However, if we look at verbal aspect of this problem, we will see that a language plays even more significant role in the question of thinking and perception. In order to understand this idea more clearly, we shall address the theoretical basis of the issue.

Correlation between language and perception

Famous linguist Baudouin de Courtenay underlined psychical component in a language. He said that a linguist should study individual psychic of a person from a certain language community. He saw a language as a psycho-social phenomenon. It is important to state that for Baudouin psychical and social lives are inseparable. Psychics cannot develop without social life, at the same time, society depends on coexisting and communications of personalities as psychical creatures. So the idea is that language cannot be studied apart from humans and their communications. For Baudouin the subject of linguistics is a human as a bearer of linguistic thinking, rather than just some language separated from a human.

According to Baudouin de Courtenay, a human is a part of three worlds at the same time: a part of the universe in general, a part of the organic world and finally a part of the psycho-social world. And language plays its role in all of them.

First of all, some psychical and geographical factors such as climate, air, level of humidity, seas, rivers and etc, influence psychical peculiarities of a nation, and that in its turn influence language. And vice versa – language has an impact on physiology, for example on physiognomy and organs of speech of nation.

Organic world is an indispensable condition of psycho-social world. So when we talk about individuals in general, firstly, we need to take into account anthropological and social aspects of humans as leaving creatures and members of different linguistic groups respectively.

While denying the idea that different nations have differet process of thinking, Baudouin agrees on fact that language can influence national mentality. He admits a possibility that if one national language is replaced by one of different structures, these changes will cause changes in the mentality of nation.

And more than that, language, according to Baudouin de Courtenay, influences our world-view. All changes and steps of historical development are reflected in a language. Baudouin de

Courtenay defined knowledge of language as an additional type of knowledge, by which he means perception and cognition of the world in a form of a language.

To sum up the above-mentioned arguments, Baudouin de Courtenay believed in the strong correlation between language and the way how our minds are organized. At the same time, he admitted the fact that people of different nations think differently due to the language they speak.

Now we will address the so-called Sapir and Whorf hypothesis, stating that there is an existing relationship between the language a person speaks and how that person both understands the world and behaves in it.

In brief, the main statements of this theory are the following:

- there are certain thoughts of an individual speaking one language that cannot be understood by those who live in another language environment.
- The hypothesis states that the way people think is strongly affected by their native languages.

Sapir believed that a language is a guide of a kind to social reality. "Human beings do not live in the objective world alone, nor alone in the world of social activity as ordinarily understood, but are very much at the mercy of the particular language which has become the medium of expression for their society. It is quite an illusion to imagine that one adjusts to reality essentially without the use of language and that language is merely an incidental means of solving specific problems of communication or reflection. The fact of the matter is that the "real world" is to a large extent unconsciously built up on the language habits of the group. No two languages are ever sufficiently similar to be considered as representing the same social reality. The worlds in which different societies live are distinct worlds, not merely the same world with different labels attached" [6, p 207-214].

Further development of this theory lead to the conclusion that a language defines not only behavior of the nation but also a type of culture in a certain language group, its mentality, and its forms of thinking.

Linguistic consciousness

The current situation of globalization and mutual influence, that language cultures have on each other, stimulated emergence of numerous studies in the field of linguistic consciousness and its national and cultural traits. One would assume that accelerating globalization process is designed to reduce cultural differences and satisfy the need to localize brands. Indeed, it is not happening, and what is more, there are some opposite trends emerging: some nations, frightened to lose their ethnic uniqueness and traditions, tend to emphasize their cultural identity.

In the context of this phenomenon, such term as linguistic consciousness appears. The very existence of such thing indicates that the language is not simply a set of symbols encoded in the way that they have a certain value, which can be completely transmitted if it is recoded according to the rules of another language.

Anthropocentric nature of this phenomenon is doubtless, as mental structures do not exist independently, but it reflects the picture of the world including actions and behavior of the subject.

Linguistic consciousness is also ethnocentric, as the "image of the world varies from one culture to another" (Leontiev, 1993). "At the heart of worldview of every nation is its own system of substantive values, social stereotypes, cognitive schemes, human consciousness is always ethnically determined " (Leontiev, 1993).

Taking into account all mentioned above, we can conclude that adaptation of brands and advertising slogans –is a much more profound and complex issue than just its translation.

The most prominent difficulties on brands adaptation

In many Asian countries brands are prohibited to use their original name. Instead they are forced to create local versions using the local language, so that the name has a clear meaning for consumers.

But if we take the Russian market, we see that the vast majority of brands keep their original names. For instance, a well-known brand of cleaning agent “Mr. Proper” is translated in different countries in different ways, bit in Russia there are no changes in the name.

We only assume the existence of a correlation here with the fact that lack of trust of Russian consumers towards domestic products makes brand names made in a foreign language more attractive. However, it requires a research to be conducted in order to find out if this assumption is true or counterfactual.

On the other hand, there is a number of cases when preserving original names impeded promotion of brands on the market of particular countries. Some of them are rather comical. For example, the name of the car model Chevrolet Nova was not popular in Spanish-speaking countries, as «no va» means in Spanish "does not go". The Model of another car - Nissan Serena also caused laughter among consumers, because “Serena” was a popular manufacturer of pads for women. In addition to this, it also happens that the name that sounds perfectly right in one language is consonant with the words that have negative connotations or are even offensive in another language.

All this leads us to the importance of thorough examining social and cultural peculiarities of the country they are planning to enter.

Talking about translation of advertising slogans, there can be several options. Looking back on the levels of equivalence, it should be noted that translation at a formal level is rarely possible.

In Russia, the most popular slogans sometimes are not translated at all: «Nike. Just do it » and « Nokia. Connecting people », e.g. But most of the translations are made at the level pragmatics, keeping the original "message", but presenting it differently, so that it sounds good in the target-language. For instance, translation of Coca-Cola slogan “The Coke Side Of Life” (literally: «С точки зрения Кока Колы») was made at pragmatic level, in Russian it sounds «Живи на яркой стороне» (“Live at the bright side”).

The commercial of “Imunele” can serve as an example of a pretty dubious advertising text which refers to a kind of an average family, but the family presented in the video, is far from a model of a typical Russian family: large, luxuriously furnished cottage, an expensive car, and other attributes that are not characteristic for the Russian middle class. Due to this Russian consumers cannot self-identify with the characters of these commercials, which, undoubtedly, is its main purpose.

On the contrary, the word "average", repeatedly used in the video, can cause a feeling of humiliation and anger among Russian consumers. At the same time, this manipulation of words is not always a result of errors and misunderstanding of the situation. These images may be nothing more than so-called desired representation of oneself. It is known that in the opinion polls the majority of respondents consider themselves a middle class, which is not true. "Message" in this case can be as follows: "Buy our product - get closer to the ideal".

Conclusion

To sum it up, the problem of adaptation of brands and advertising slogans has many aspects, each of which can serve a subject of a research. The fact that in order to accomplish a successful localization, you should take into account the significant role extralinguistic factors play in success of the brand in the market of a particular country.

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ОСОБЕННОСТИ ИЗУЧЕНИЯ ИНОСТРАННЫХ ЯЗЫКОВ ПРИ ПОМОЩИ ДИСТАНЦИОННОГО ОБУЧЕНИЯ

В статье рассматриваются особенности дистанционного обучения. Автор рассматривает основные проблемы, связанные с дистанционным обучением, такие так отношение преподавателей к данному подходу, вопросы о качестве обучения и эффективности дистанционного образования на практике. Выявлена и обоснована необходимость дистанционного обучения для людей не имеющих возможности посещать занятия. В соответствии с Дезмондом Киганом рассматриваются четыре основные характеристики дистанционного обучения: «разделение преподавателя и ученика во времени или пространстве», «признание учебным заведением», «использование значительного количества технических средств» и «двусторонняя коммуникация преподавателя и ученика». В статье так же рассматриваются положительные и отрицательные стороны дистанционного обучения и возможность применения такого подхода для изучения иностранных языков.

Ключевые слова: дистанционное обучение, иностранные языки, актуальность, характерные черты, мотивация, самообразование, эффективность, гибкость.

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SOME ASPECTS OF DISTANCE EDUCATION IN TEACHING FOREING LANGUAGES

The article deals with the characteristics of distance education. The author consider generally problem in distance education, such as the ratio of teachers to this approach, issues about quality of education and the effectiveness of distance learning in practice. The necessity of distance learning for those learners whose responsibilities preclude attendance in a traditional classroom have been found and substantiated. According to Desmond Keegan discusses four major characteristics of distance learning "separate of teacher and learner", "program is controlled by an organised", "some form of media is used" and "Two-way communication." The article also discusses the positive and negative aspects of distance learning and the possibility of applying this approach to learning foreign languages.

Key words: distance education, foreign languages, relevance, outstanding characteristics, motivation, self-efficiency, flexibility.

Introduction

The number of distance education academic programs continues to expand each year. Adult foreign language instruction, however, is one subject that seems to lag behind other subjects. This may be partly due to the perception that a language can only be learned in the presence of an instructor.

Some teachers may feel threatened by the introduction of new technologies and methods, but distance education should not be viewed as a means of reducing costs, but as an opportunity to remove barriers, and to provide quality learning opportunities.

Caution must be exercised when deciding to use distance education technologies, but, if used properly, they can be an advantageous complement to existing language learning methods.

Distance education provides greater access that allows instruction to take place between geographically separated teachers and students. Through the use of advanced technologies, it is possible to develop distance education programs that address the needs of those learners whose responsibilities preclude attendance in a traditional classroom, or who are geographically dispersed (Malyuga, Ponomarenko, 2012).

It may be argued that the Internet and computer technology employed in distance education courses can in fact enhance language courses offered at a distance so that they are actually more effective than traditional face-to-face instruction. The ability to provide relatively inexpensive, instantaneous, global interactivity, between individuals and computers is what gives effectively designed distance education such potential in the educational arena.

Language instruction delivered in a distance education format can be just as effective as any other type of instruction and, using the Internet as the communications medium, perhaps even more so. The Internet utilizes advanced technologies of image and sound, storage and retrieval, and because of these features, it may even prove to be the ideal vehicle for delivering foreign language instruction via distance education.

Despite an apparent abundance of literature on distance education, and a considerable body of literature in the field of English, relatively little has been written about language teaching and learning at a distance. Many businesses and educational institutions are attempting to provide distance education to traditional instruction.

Desmond Keegan attended the University College Dublin where he pursued a BA in Classical European Civilization and his MA in Medieval European Civilization. In doing his PhD with the University of Adelaide he peaked in his writing and did his thesis on "The Theory of Practice of Distance Education". This thesis study was further translated into Italian and Chinese in 1994 and 1997 respectively. His thesis was published and was set to be used as a prescribed text at the University of the United Kingdom for the MA in Open and Distance Education in 1997. Dr. Keegan was the one who laid the foundation of differentiating Distance Education from regular study. He initiated the international journal Distance Education which is now in its 36th year of publication. This he began in 1979. This was the first publication of its kind to focus on Distance Education as a new area of scholarship. Keegan proposed some of the fundamental issues which are still outstanding giving students the opportunity to research and discuss areas of distance education. Some of the issues include The Role of Time Synchronous Technology, Access Equity and Social Impact of Distance Education, Didactics or Skills Required by Learners and Teachers in using Electronic Technology and The Market and Willingness of Students to Partake in Electronic Classrooms.

According to Keegan, distance education is an educational model in which the student and instructor are separated by time and place. The terms distance education and distance learning have been applied interchangeably by many different researchers to a great variety of programs, providers, audiences, and media.

Hallmarks of the distance education are the separation of teacher and learner in space and/or time (Perraton, 1988), the volitional control of learning by the student rather than the distant instructor (Jonassen, 1992), and non-contiguous communication between student and teacher, mediated by print or some form of technology (Keegan, 1986; Garrison and Shale, 1987).

It includes a variety of non face-to-face teaching procedures; ranging from basic correspondence courses to computer-enhanced interactive video. A basic definition that is generally accepted by most theorists of distance education includes four characteristics:

1. Teacher and learner are separated for most of the learning process.

2. The course or program is influenced or controlled by an organised educational institution.

3. Some form of media is used, both to overcome the physical separation of teacher and learner and to carry course content.

4. Two-way communication in some form must be provided between teacher and learner.

Keegan developed these four points for his comprehensive definition of distance education, which has been debated, redefined, and rewritten by many people.

Most now agree in principle that these four factors must be present for something to be considered distance education.

The first characteristic deletes courses that mostly occur in a classroom, with an occasional television or correspondence lesson or module. Classroom teachers who occasionally use an educational cinema or require their classes to watch a television show at home cannot be said to be teaching at a distance. The second criterion eliminates most self-study programs, such as individuals reading in a subject without formal guidance. The third is interpreted broadly, sometimes defining as distance education a correspondence course whose written material makes heavy use of illustrations. The fourth is also broadly interpreted: Two method of communication can mean everything from high-tech interactive video or online computer communication to the bulky, but effective, written communication between student and teacher, in which the student submits an assignment and the teacher returns it with comments and suggestions.

It should be noted that, although not included in Keegan's points, a fifth area of agreement among most theorists is that distance education is a form of Open Learning. Student autonomy is one aspect of Open Learning, the autonomy to choose courses, put together a particular course of study, set a time frame for completion, and even set assessment standards.

Therefore, socio-economic changes are being brought about by the emerging information age, the rapid changes in technology and communications, the emerging global economy and change in population demographics. Educators are facing an increasingly various student population in need of training, retraining, and updating of skills to acquire new jobs or to keep current in present occupations. Cconvenient and quality educational opportunities should be made available to anyone who iss them. With the advance of technology, distance education is an alternative means of delivering quality instruction to those who desire it.

Almost every country in the world has some form of distance education. International Council for distance education (ICDE) estimated that at least ten million people study at a distance worldwide every year. The boom in distance education has occurred for several reasons.

In developing countries, the thrust for modernization has led to a need to expand education beyond the primary levels and to improve teacher training on a scale only possible through distance education. In these contexts, distance education is also used for rural and community development.

In developed countries, distance education is used primarily in the context of continuing adult education for such purposes as working on personal development, updating skills of employees, and retraining unemployed workers. A universal reason for using distance education is to equalize and widen opportunities. Distance education enables learners to gain access to educational resources, which they may, for geographic, social, or economic reasons, lack access to in their traditional form.

In fact, distance learning has advantages over traditional instructional methods by offering the opportunity to: achieve equity of access, share resources, provide personnel when teachers are unavailable, extend existing personnel, provide special courses, adapt to individual learning styles, and improve flexibility regarding location, time, and scheduling.

Though the growth of distance education is noted as a significant feature in the current higher education environment, educators are not of one mind about distance learning. Some welcome the opportunity to expand access to higher education to lifelong learners not well served by traditional courses offered on-site. Others welcome the chance to enrich education for distant students via technology to create a new, active, student-centred learning experience. The key factor is establishing the right mix of teaching modalities that includes instructor-led teaching, as well as computer and multimedia based learning opportunities.

Distance education technologies are expanding at a rapid rate, encompasses essentially all learning technologies, including postal distribution, video broadcast, CD-ROM and Web delivery in which instruction and learning interactions may take place independent of the relative physical locations of the individual participants. Too often, instructional designers and curriculum developers have become enamoured of the latest technologies without dealing with the underlying issues of learner characteristics and needs, the influence of media upon the instructional process, equity of access to interactive delivery systems, and the new roles of teacher and student in the distance learning process.

What about distance education Distance Education in Foreign Languages?

There are strong advantages to a distance education approach to foreign language acquirement. The quality of distance learning has greatly improved in the past few years, as both students and educators have become more comfortable with the technology. Of course one must be selective, because not all possible language-related electronic activities will provide a quality experience, but it is worth exploring those that do.

Given an active environment, distance learning has a major impact on second language acquisition and retention, attributable primarily to students' constant choosing. Research now accumulating is showing that as students make their various choices in an interactive format they often are also tailoring the program to their needs. One of the best recent examples is the set of classes which required chatroom interaction on topics allowing the students a range of choices, monitored at Washington State University during fall 1999 (Payne). The students who participated in the chatrooms twice weekly instead of attending their usual university classroom improved more in both writing and oral skills than did the students who spent those same two time periods in the classroom. The increased performance abilities are directly attributable first to more interaction than what can be arranged in an on-site class, and second to students having to choose which topics to pursue and what vocabulary words to use.

A further example of the greater learning produced by student-centered foreign language classrooms is documented in cognitive styles investigations (Ehrmann, Hokanson, Oxford). When students are able to choose whether they are engaged in grammar-clarification activities or in whole language activities, they learn faster than students who must deal with topics lock-step in the sequence presented by the professor. The distance learning environment is far superior to the traditional classroom in the number of pedagogically sound choices it can comfortably present to each student. Both the action of choosing as well as the matching of cognitive style preferences to activities available lead to greater increments in language functioning, receptively and productively. It is important to note that students do characteristically choose activities that match their cognitive styles (Ehrmann, Hokanson, Oxford), so the choosing is important not just for the "buy-in" which involvement provides, but also for providing the least cognitively abrasive learning situation.

Here are some of the ways that distance learning can be the best option for students: flexibility, cost-effectiveness, advanced technology, in-person connections and international networking.

The disadvantage of distance learning can usually be overcome by attentive planning. Distance learning should be about establishing relevance and providing a departure point for following one's own science needs as far as the subject matter pursued within the language. Unfortunately, distance learning can also be about doing what the instructor says to do, such as certain activities in a text or available electronically, which are then followed by a quiz or test of some sort. With no other choices, the student is likely to tune out, figuratively or literally. To me this may be "distance teaching" but it is not "distance learning" because the learner is not engaged in choosing what and how to communicate in the new language. Moreover, because of the actual distance involved, the teacher may not be aware of the student's disengagement and so, unlike in a classroom, not be able to identify the unproductive student and help craft a more meaningful activity. A major disadvantage of distance learning is lack of teacher connection with the student, which is why meaningful interaction such as e-mail and chatroom activities are vital.

There are certainly other drawbacks to distance learning, the most important of which are the failure of technology to function reliably, requires self-motivation, isolated and so on. If problems happen frequently at the beginning of a course, they may so disincline and tear off students as to make them quit the class.

But research has shown that distance learning can be much better for the language student than a standard classroom, providing more individualized practice and more opportunities for genuine communication in the target language. It is also clear that the opportunities for a student to experience episodes in a foreign language make for a better memory trace, richer and longer lasting, and more available for building new language than simply memorizing facts about a language. Distance learning can be handled skillfully. It can arrange a great many choices among sound learning activities for the student, encouraging students to match their cognitive styles and preferences with the learning environment.

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ЭКОНОМИЧЕСКИЙ ДИСКУРС КАК ОБЪЕКТ ЛИНГВИСТИЧЕСКОГО ИССЛЕДОВАНИЯ И ЕГО ОСНОВНЫЕ АСПЕКТЫ

В данной статье рассматривается экономический дискурс как отдельный вид институционального дискурса. Автор изучает лингвистические определения дискурса, в том числе экономического, проводит наблюдение, где и как зарождается экономический дискурс, а так же исследует некоторые из его лингвистических аспектов.
Ключевые слова: дискурс, институциональный дискурс, текст, речь, коммуникация, язык
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ECONOMIC DISCOURSE AS A SUBJECT OF LINGUISTIC RESEARCH AND ITS MAIN ASPECTS

This article deals with economic discourse as a separate type of institutional discourse. The author researches the notion of discourse, particularly economic discourse, considers where and how economic discourse arises, and studies some of its linguistic aspects.
Key words: discourse, institutional discourse, text, speech, communication, language

Introduction

The main place in linguistics of the beginning of the 21st century is taken by such a difficult and many-sided phenomenon as discourse. Scientists are actively researching its theoretical and applied problems, the correlation of verbal and unlingual in it, and also separate types of discourse. Despite the great number of linguistic studies dedicated to discourse, the questions of discourse interpretation and classification remain an existing prospect.

Definition of discourse

Discourse popularity reasons are mostly its vagueness and definition complexity. Discourse is one of the most difficult notions to define. It is closely connected to the notion of text because discourse definitions are usually based on the definition of a text.

Text is an internally organized sequence of written work utterances or written or sounding speech, relatively finished in its contents and structure (Nazarchuk, 2002). Text is also any written speech (a literary work, a composition, a document or a fragment from them).

The term discourse is borrowed from French "discours", which means speech, a speech type, a text, a text type. The simplest and most widespread definition of discourse is as follows: discourse is a text in an event aspect; the speech, "immersed in life"(Linguistic encyclopedic dictionary, 1990). This definition is very short and gives us the most general characteristic of the notion. To understand discourse better it is necessary to consider a number of definitions.

A well-known definition by V.I. Karasik, classic of the discourse theory, says that the discourse is the communication of people considered from the point of view of them belongings to a social group or in relation to a speech conduct situation. It means that there are two main understandings of discourse:

1. Discourse is understood as speech practice, i.e. "interactive activity of communication participants, contact establishment and maintenance, an emotional and informational exchange, influencing each other, an interlacing of instantly changing communicative strategies and their verbal and nonverbal embodiments in communication practice (Karasik, 2002).

2. Discourse as the difficult communicative phenomenon not only including the act of creation of a certain text, but also reflecting the dependence of the created speech work on a significant amount of extralinguistic circumstances - awareness of the speaker's opinions and specific goals (Foucault, 1996 Ponomarenko, 2013).

Thus while researching discourse we should consider not only the context but also various conditions of information exchange. Text is a form, and discourse is meaning.

The purpose of discourse is the estimated communication result, that is a necessity to convey certain information, emotionally charged according to a beforehand plan, to form a reader's certain attitude to what he has read.

According to V.I. Karasik's emotional component, personal motives and other information profuseness, proceeding from one individual to another are also influenced by social status, age, education and internal motives of the speaker (Karasik, 2002). All these factors influence the meaning of information, its essence and usage. They are the main distinctive features of text and discourse.

Economic discourse

Discourse is a notion that has many aspects and meanings. Everything that happens in the history of mankind, nation, people, society (its various spheres: medicine, politics, religion, economy, etc.) has its reflection in the language.

Every day we speak to different people, and each of these conversations touches upon various subjects. But if we divide the conversation into these subjects, we get various discourses and economic discourse is among them. People tend to discuss economy and business problems, economic changes have already become a part of our everyday life.

That is why defining the notion of economic discourse, its place in linguistics, singling out its genres and researching its functional, stylistic, linguopragmatic and the sociolinguistic characteristics is very important.

V.I. Karasik distinguishes individual (personal-focused) and institutional (branch) discourses. In contrast to individual discourse, the institutional discourse represents a system of status and role relations in the communicative sphere of a certain social institute. It is a communication of the addressee and addresser in set conditions, speech interaction of various social groups representatives.

While analyzing institutional discourse the following parameters are usually considered: status and role characteristics of participants; conditions, time and place of the action; subject and aims of communication, style and genres; discourse formulas, etc. The number of social institutes (branches) in modern society form the number of institutional discourse types.

Economic discourse is usually considered as an institutional discourse.

Main sources of economic discourse

It is important to specify the main sources of economic discourse. The first and main intermediaries of economic discourse are the mass media that obviously influence people and their ways of thinking (Malyuga, 2008). Information from the television news blocks, newspapers, radio, and Internet play a certain role in forming our world picture. However cyberspace has a continuously increasing place in our life. People prefer the Internet because of its availability and a variety of information it offers which is very often not structured, not always carefully selected and prepared, but on the Internet there is an opportunity to meet various tastes and requirements. Owing to the Internet it is possible to get acquainted with various points of view and to develop your own. Although there is a big number of different opinions in the Internet the reader has an opportunity to define his own attitude to a problem irrespective of the aims pursued by the participants of the cyberspace. Thus after the development of the

Internet, information became more subjective, nevertheless, it is still a component of economic discourse.

Speaking about economic discourse, it is necessary to mention the printed and online media covering economy news: RBC, The Economist, The Times, The Wall Street Journal, BBC, CNN, etc. There also are a lot of independent experts publishing their opinion in the Internet. Everyone who participates in any economic event discussion is involved into economic discourse.

Some of the main characteristics of economic discourse

Thus, all the abovementioned together make out economic discourse.

Economic discourse is a complex of speech acts in the sphere of economics, oral and written texts or their fragments created by professionals, amateurs and journalists that display realities of the economics world.

The purpose of an economic discourse consists in 1) covering the events in economic life of the society; 2) informing about the state of the economics; 3) forming a certain attitude to various changes and motivating to undertake certain actions; 4) creating economic theories; 5) researching the directions of economics development and people's standards of living. The participants of economic discourse can be government, journalists, scientists, researchers, teachers, etc.

Depending on the economics sector economic discourse can be divided into financial discourse (finance and credit), accounting discourse (accounting and audit), tax discourse (tax business and insurance), and business discourse (business activity and trade) (Malyuga, 2004).

Economic discourse can be represented by various genres. Depending on the purpose, participants and spheres of communication information can be presented in the form of an interview, a report, economic news, a lecture, a discussion, a conference, a conversation, etc.

Economic discourse language is characterized by diversity of grammatical and lexical units, usage of economic terms, combinations of different genres lexical units, absence of a strict text structure. These factors are determined by the necessity to influence the addressee and inspire him on certain actions.

Thus, all the previously mentioned together make out economic discourse.

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О ЧАСТЕРЕЧНОЙ ПРИНАДЛЕЖНОСТИ АНГЛИЙСКОГО СЛОВА (НА ПРИМЕРЕ ЭКОНОМИЧЕСКОЙ СТАТЬИ)

В статье анализируется частеречная принадлежность слова в языке английской новостной интернет-периодике. Анализируется понятие слова. На примере статьи экономической направленности автор рассматривает соотношение знаменательных и служебных частей речи, а также распределение основных семиологических классов

слов – собственно-знаменательных, местоименных и служебных.
Ключевые слова: части речи, полидифференциальный принцип, знаменательные и служебные слова, семиологические классы слов.

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ON PART-OF-SPEECH REFERENCE OF ENGLISH WORD (ON THE EXAMPLE OF ECONOMIC ARTICLE)

The present research analyzes word's part-of-speech reference in the English internet periodical publications related to news. The notion of a word is analyzed. Taking as an example an article on economic subject the author examines correlation of content and function parts of speech as well as the distribution of semiological classes of words – proper content words, pronominal words and function words.
Key words: parts of speech, polydifferential approach, content and function words, semiological classes of words.

Introduction

Word is the main structural and semantic unit of the language that is used for naming subjects and their characteristics, facts, relations of the reality. Word takes in-between position between a morpheme (word is situated on a higher level because of its independence and free reproduction in the speech) and a sentence (in contradistinction from sentence, word does not deliver a message).

Forecited definition may seem a little bit tenuous and generic, but it is quite understandable for both scientists and students.

Nevertheless, until now it remains impossible to give to the word a complete and adequate identification. The history of linguistic studies witnessed more than seventy different criteria to define a word. There are different approaches – phonetic, graphical, structural, grammatical, syntactical, semantic or systematic, that are at the heart of those criteria.

Theoretical background

Therefore, what is the problem with attempts to define and, first and foremost, to single out a word? First of all, we face a problem of delimitation – identification of the boundaries of the word in the text. For this process, you need both to distinguish the word from its parts – morphemes (the word can contain one or more morphemes) and to make the difference between the word and the conjunction of two words. Second is the word identity problem.

After identifying a word from the text one more equally debatable in General Linguistics problem arises. It is a question of dividing words into different categories. This problem has been a matter of great interest for scholars since the earliest times. The question has been studied in the theory of the English language as well. There is no consensus considering systematization of the vocabulary of the English language. Every year new criteria of distinguishing parts of speech appear, scientists submit new methodology and practices, make assumptions about adding new categories to existing systems or modifying the old ones, but linguists are still very far from accomplishing the agreement of opinions on the subject.

Linguistic Encyclopedic Dictionary (LED) contains the following definition of the parts of speech: «Parts of speech are the classes of the word in the speech that can be grouped due to their mutual syntactic, morphological and semantic characteristics» (LED, 2002). Such formulation can be found in the works of professor Lev Shcherba: he stated that the main principles of words dividing into categories are lexical meaning, morphological form and syntactic functioning. The mentioned approaches usually underlie different types of word division into categories, but their number and organization may not be the same, depending on the rules accepted in different linguistic schools of thoughts.

On the ground of the three abovementioned fundamental criteria – semantic, formal and functional – in the soviet linguistics there has been formulated a polydifferential approach to distinguish parts of speech.

The subject matter of semantic criterion is a characterization of abstract semantics of a word that serves to integrate words into lexical complexes. Such complexes oppose to each other on the content plane. Such semantics is based on two aspects of comparison: extralinguistic (denotative) and intralingual (connotative). On semantics grounds words can be divided into content words (autonomous) and function words (grammatical). Content words are lexically independent constituents of the language system. Function words are used for expressing various syntactic relationships, analytical forms production. They function as specifying elements.

Through the use of formal criterion we can separate out typical, regular elements in the word that can be used for words distinction and serve as markers for word identification. For this process we need to take into account not only presence of certain flexions in the composition of a word, but also its word-formative parameter. However, such parameter is almost inapplicable towards English language, because characteristic feature of the English language is relatively small number of flexional forms.

Functional criterion helps to expose syntactical characteristics of the parts of speech in the sentence. Content words occupy anchored position in the sentence depending on the language and constitute an independent part of the sentence. Function words' role depends on content words, because they correlate with each other within the sentence.

The use of the three criteria described above helps to subdivide words onto content and function parts of speech and separate them into different categories according to present characteristics of subclass.

As it was already mentioned, content (autonomous, lexical) words are such words that straightforward define reality. Content words have independent nominative function. Content words can be separated into non-demonstrative and demonstrative (pronominal). Non-demonstrative words are nouns, adjectives, numerals, adverbs and verbs. Such words name objects, qualities and actions, while pronominal words (pronouns) define subjects indirectly, based on present speech situation and are used in the text as parts of speech with link function.

Function words are only used together with content words; they don't have nominative function and they do not possess any grammatical or phonetic independence. Most of function words constitute one part of the sentence with the content word – for instance, prepositions and articles; in the English language we can also emphasize particles and copula verbs. Conjunctions are another category of the function words; they are used to connect parts of the sentence or to connect different sentences with each other. Interjections are also classified as function words, but they never enter relations with any other parts of speech, because they name events of reality indivisibly.

Empiric material

The author of the present research has made it a point to analyze part-of-speech structure of the language of English internet news periodical publication using the example of an article on economic subject. Examination was based on the text from the bbc.com with an extent of 435 words (http://www.bbc.com/news/business-32524475)

Results and discussion

To start with, it is obvious to give classification characteristics to English. The most popular typological classification of languages is suggested by German linguist Wilhelm von Humboldt. According to it languages can be divided into 4 different categories:

1. Isolating (amorphous) languages; non-availability of inflection, grammatical dependency on word order of the sentence, low contradistinction of content and function words are all features of this class of languages;
2. Agglutinative (agglutinating) languages; for this category of languages distinguish features are extensive network of word-building and inflectional affixes, deficiency of allomorphism not determined by phonetics, single type of declension and conjugation, grammatical monosemy of affixes and non-presence of significant alternation.
3. Polysynthetic (incorporate) languages; integration of other parts of sentences (mostly direct objects) into the structure of the predicate verb, sometimes with following morphonologic change of the basis (consequently, verb can conform with several parts of speech at the same time) is common to this class of languages.
4. Fusional (inflectional) languages; for those languages multifunctionality of grammatical morphemes, presence of fusion, changes of roots not determined by phonetics, large number of types of declension and conjugation not determined by phonetics and semantics (definition of categories rest on information from Linguistic Encyclopedic dictionary).

Results of the analysis

The English language refers to analytical type of languages and the undertaken research proves this thesis. According to the research results, there is quite a definite division of the content (68%) and the function (32%) word classes. One third of the function words in the text states for high degree of analytical tendency in English. And due to the latter the proper content words constitute more than half of overall words – 62,7%. Among the proper content words the most frequent ones are nouns – 48,3% out of the proper content words and 21,6% out of the overall words. The second frequent part of speech is a verb, its share 21,6% among the proper content words and 13,5% out of the total number of words. All other parts of speech – adjectives, adverbs, numerals – cover lesser share (see Table 1). In comparison, in English scientific text the share of nouns and verbs is as following – 21,3% and 12,7% relatively, while in the text of fairy tale – the share of nouns (17,3%) and verbs (18,4%) practically equals (Ivanova, 2008). As we see, the tendencies in distribution of the basic parts of speech – nouns and verbs – in both scientific and periodical text are alike and contrast the distribution of the mentioned parts of speech in the text of fairy tale.

As for pronominal words, they constitute only 5,3% in the whole text in contrast to the proper content words. Such a small number of the pronouns can be explained by economic subject of the article that is intended for more complete message delivery towards the readers with noun repetitions instead of pronouns usage.

As any analytical language, English expresses grammatical relationships with the help of function words. This tendency has been proved by high frequency of such words. And among them the most frequent function word is a preposition (37.4%). Second largest number of function words – 29.5% – form articles. As for other function words, conjunctions take 18% of the text, function verbs – 10% and the smallest number of presence is shown by particles – only 5% of the text.

Conclusions

Therefore, according to decrease of relative frequency separate parts of speech form the following order: nouns (30,3%), verbs (13,5%), prepositions (12,0%), adjectives (9,9%), articles (9,4%), conjunctions (5,7%), adverbs and pronouns (both 5,3%), numerals (3,7%), function verbs (3,3%), particles (1,6%).

Some Function words stand even higher than some proper content words. Particularly these are – prepositions and articles. The former fulfills important syntactic functions of connecting words and sentences, the latter is a determiner to a noun, the most frequent part of speech in the examined text.

The analysis shows that the language of periodical articles – particularly in the internet publications – is a subject that needs to be observed and studied further in order to specify our knowledge about language structure.

Table 1

Distribution of parts of speech in the English article
(% out of the total number of words in the text)

Parts of Speech	F	P
Nouns	132	30,3
Verbs	59	13,5
Adjectives	43	9,9
Adverbs	23	5,3
Numerals	16	3,7
Pronouns	23	5,3
Prepositions	52	12,0
Articles	41	9,4
Conjunctions	25	5,7
Function verbs	14	3,3
Particles	7	1,6
Proper Content Words	273	**62,7**
Pronominal Words	23	**5,3**
Function Words	132	**32,0**
Content Words	296	68,0
Total Words	435	**100,0**

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ПРАГМАТИЧЕСКИЙ ПОТЕНЦИАЛ ПРЕЦЕДЕНТНЫХ ТЕКСТОВ В СОВРЕМЕННОЙ ГАЗЕТЕ

В статье представлены прецедентные тексты, используемые в аналитических материалах публицистического стиля, наиболее популярные сферы-источники их заимствования, а также приводится анализ, производимого ими прагматического эффекта, что представляет интерес для широкого круга читателей.

Ключевые слова и выражения: прецеденты, прецедентные тексты, сферы-источники, реалии, эвфемизмы, прагматический потенциал, целевая аудитория.

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THE PRAGMATIC POTENTIAL OF THE PRECEDENT TEXTS IN THE MODERN PRESS

The article presents precedent texts used in the analytical publicistic articles, the most popular spheres of their borrowings and some efforts are made to analyze the pragmatic effect produced, which can be of interest and of value for a wide readership.

Key words and expressions: precedents, precedent text, spheres of origin, realias, euphemisms, pragmatic potential, target audience.

Introduction

Nowadays, the thesis that the cultural component has become an integral part of communicative competence doesn't require any proof. The statement seems to be an axiom. Thus, the knowledge of the verbal code and its usage rules can be insufficient for complete understanding of this or that utterance. The same is true for the publicistic texts. Studying the phenomenon of the precedents is a topical linguistic matter as the modern publicistic materials are abundant in precedent units which present a difficulty for understanding and translation as well as stir the examining person's interest in terms of pragmatic-linguistic analysis [4]. In order to provide the reader with ample understanding of the phenomenon, we suggest reviewing its definitions and dissect publicistic materials where these units foreground. We also aim at grading them in accordance with their sphere of origin and the frequency of their usage.

Theoretical background

A precedent can be defined as a stereotyped, figurative and associative complex that is meaningful for a certain group of people and regularly used in the speech of that group of people [1, p.105]. Precedents are used to point out a certain object (real or imaginary) with their 'signified' being a minimised nationally-determined idea of the said object [3, p. 1]. They tend to be subdivided into: 1) verses; 2) quotes from literary works in prose; 3) extracts from a famous song lyric; 4) titles of fiction works; 5) film titles; 6) proverbs, sayings, winged phrases; 7) the Holy Writ's periphrasis; 8) political quotes [2, p.155].

Statistically, the most popular sphere of origin for the precedents in the modern press is proved to be the political sphere. Among the precedent units within that group are politicians' quotes that gained popularity, political mottos, parliamentary euphemisms, socio-political clichés and realias.

Results and discussion

Let's review some examples. A USA Today article dated back to 2004 is notable for its headline comprising a quote from John Kerry (*the incumbent Secretary of State and a 2004 Democratic presidential candidate, who competed with George W Bush*) debate speech – "*The Right Man in the Right Place at the Right Time*" that the journalist modified to suit his needs. Conjuring «*the wrong war in the wrong place at the wrong time*» in order to criticize the Bush administration for the war in Iraq, the journalist creates an expressive, eye-catching headline thanks to "protuberance" of the precedent text and the inner gradation effect of the original phrase. All the above mentioned means seem a sure way to attract the readers' attention to the burdensome problem of the military expenditures for the country's economy [USA Today, № 11, 2004].

The article "Floor, sweat" (*there's a play upon words – in Russian, it phonetically resembles the name of the Cambodian dictator Pol Pot*) [5, №77] dwells upon the arduous working conditions that the rural Spanish sanitary workers and cleaners have to endure to make their living. The headline ignites a wide range of negative emotions connected with Pol Pot's shocking criminal activities which led to over 2 million victims among the Cambodian population. As a result, the article's author sets serious mood and makes the readership sympathize with the cleaners' sufferings. Here we can also see the usage of similar emotions to influence the readership the right way.

The next article under analysis is headlined "The superiority of the white route"(*there's a play upon words – in Russian, the words 'route' and 'race' differ in pronunciation only in one letter*) [5, №86], and furnishes an account of a journey through a number of Northern states made by the journalist. By inserting a motto of Ku-Klux-Klan, an extremist nationalist organization that preaches the white supremacy, the author gives us an idea that the white population was predominant in the states and regions that he had visited, but we should understand that the supremacy mentioned here is *numerical* and the negative connotations of the precedent text only serve to attract attention of the readership.

Speaking about political clichés, a photo article "Cowboys of local significance" [5, №69], where the author shares with Texas cowboys' snapshots, is worthy of note. Here we can notice a modified socio-political cliché '*matters/conflicts of local significance*' used to create a striking headline and emphasize their inconsiderable number.

The next article which goes under the headline "The change of the Motherland" (*pun in the headline – in Russian two phrases are intermixed 'change of the Motherland' and 'high treason'*)[Russian Reporter, №16-17 (294-295), 2013], sheds light upon the histories of those citizens of the Democratic People's Republic of Korea who were lucky to flee to South Korea due to a flare-up between the two countries whose peoples were always close. The article's heading comprises a legal term, which coincides in meaning with the term 'high treason' and by masterfully inserting it to instruct the reader on the article's content, the journalist connects the citizens' actions with their consequences as an unauthorized escape beyond the country's frontier is considered nothing but a high treason.

The article "China's future: Xi Jinping and the Chinese dream" [The Economist, May the 7th, 2013] contains a modified precedent '*the American Dream*' – a collective set of the traditional American ideals: equality, democracy, prosperity and equal opportunities for everyone. The precedent dates back to the Declaration of Independence (1776), that's the reason why we put the example into the sphere of political life. By implementing such a precedent text into the heading, the author expresses hope that the new leader of the People's Republic of China will pursue the policy launched by his predecessors and ensure the prosperity and economic growth of the Celestial Empire.

The second most popular precedents' sphere of origin is the cinematographic one. Film titles and quotes are widely used by the journalists as the sphere of cinema is closer to popular culture than the political one, they are more recognizable and possibility of the communicative minus-effect is quite low.

The article “Coordinate this” [6, №11 (136)], describing the election process of the Opposition Coordinative Council, alludes to the popular comedy ‘Analyze This’ (1999) making us realize the fact that while we feel indignant because of a large number of Jews, Stalinists, Liberals and nationalists in the ballots, nobody seems to notice that all the candidates are Moscovites which makes the whole opposition movement a sort of a “crony club”.

Let’s have a closer look at another USA Today article that mentions John Kerry in the following headline “*John Kerry, Harry Houdini or Just Plain Houdini Economics*?” [USA Today, №74, 2004]. The heading is remarkable for a precedent alluding to a prominent escape-artist (illusionist) of the beginning of the 20-th century. Harry Houdini attained international fame by performing tricks during which he broke free from chains, handcuffs, cages, strait jackets, air-tight chambers, sacs sometimes being tied or shackled. Obviously, the precedent contains the presidential candidate criticism, so the author wonders whether Mr. Kerry is going to run from the economy-connected issues or all kind of issues. The precedent text is used to create a vivid contrast in order to mock the candidate himself and his subterfuge used to avoid sensitive questions.

One more example was noticed in an issue of the GQ magazine (Russian edition). The article “*The empire strikes back with a law*” [6, №12 (137)] enlightens us on the reaction of Russian law makers that followed the adaptation of the Magnitsky List – a list of officials who violated human rights and therefore unable to enter the US territory. Judging by the fact that the journalist utilizes a modified title of one of the Star Wars saga parts, we can suggest that his attitude towards such law-making initiatives is quite skeptical.

Now we suggest we pass to the sphere of folklore which also proved to be quite fruitful source for precedents in modern press.

Such a photo spread as “*Throw dust in the eyes*” [5, №79] provides us with an insight of a vacuum cleaners’ collectors meeting, the author here uses the idioms direct meaning as showing off is common for the events of the kind and the figurative meaning in order to inform us on the articles content. The outcome of such a linguistic experiment is a vivid article’s heading.

The article “*The very long arm of the law*” [The Guardian, August 25, 2004] dwells on the arrest of a Russian media tycoon Vladimir Gusinsky in Spain under the suspicion of embezzlement. The author expanded the idiom ‘the long arm of law’ to demonstrate his attitude towards the fact that the justice was served regardless of the distance and add a pinch of irony.

Conclusion

It’s necessary to say that the precedents borrowed from the spheres of literature, sport, science, theatre and some others exist but they are not considerable in number.

In conclusion, we would like to draw a line and summarize the inferences that we worked out during our research. As for the precedents, they possess rich pragmatic potential and can serve for different purposes, the most frequent are to create an eye-catching headlines, to attract attention to the material, to tune in the reader with the tone of narration, would it be serious or downright sceptical, to appeal to a certain range of emotions or to incentivize the reader to do something which is widely used in corporate image advertising.

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ГЛОБАЛИЗАЦИЯ КАК ОСНОВНОЙ ФАКТОР ИЗМЕНЕНИЯ СОВРЕМЕННОГО АНГЛИЙСКОГО УПРАВЛЕНЧЕСКОГО ДИСКУРСА

В статье анализируются основные тенденции изменений современного английского языка управления на примере текстов по менеджменту. В качестве теоретической базы исследования используются основные методы дискурсивного анализа, критический, функциональный, когнитивный и социолингвистический подходы. Материалом исследования являются 11 статей на тему менеджмента, взятые из журнала Экономист, а также аутентичные учебные материалы, используемые в высших учебных заведениях для подготовки будущих менеджеров.
Ключевые слова: глобализация, управленческий дискурс, деловой английский, критический подход, функциональный подход.

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GLOBALIZATION AS A MAJOR FACTOR OF CHANGES IN MODERN ENGLISH MANAGERIAL DISCOURSE

The article deals with the main tendencies in modern Management English drawing on the example of management texts. The investigation is conducted on the theoretical basis of discourse analysis, critical, functional, cognitive and sociolinguistic approaches. The subject of the research is 11 articles on management taken from the Economist and authentic course book materials used at universities for the preparation of

future managers.

Key words: globalization, management discourse, Business English, critical approach, functional approach.

Introduction

After many years of linguistic researches and life experience linguists have concluded that language among others has been developing under one major factor – globalization (Malyuga, 2011; Khramchenko, 2014). The world communities tend to interact intensively with each other. Therefore the concept of globalization (firstly defined in 1951) has become part and parcel of modern world in XXI century. In 1990 the globalization (or the globalisation) was defined as "the process of international integration arising from the interchange of world views, products, ideas and other aspects of culture" (Albrow, King, 1990). Due to the increasing globalization human mankind faced the necessity of sharing ideas and carrying on trade globally. In this respect English language has become a key means serving the globalization as a whole and the process of sharing information in particular.

Globalization has started the ball of Business English rolling and helped it to span all over the world. Today the process of Business English formation is still in a progress and it has already spread to different spheres of business world. The use of English language for international communication and in purpose of economic activities has increased due to the process of globalization. And, speaking globally, the aim of the present research is to find out what lexical peculiarities are inherited in Business English. But as far as Business English is not universal for all spheres of Business we are going to focus on management as an essential part for any business activity.

Methods and materials

In the interests of the present research we followed one well-known concept and considered discourse as a verbalized act which concerns particular culture, society and even a phase of history.

This research is aimed to investigate discourse from the perspective of sociolinguistic. This allows us to trace main tendency in modern language and suggest factors that might affect it (company's hierarchy, type of company and its management style).

In terms of the present investigation we also tend to employ functional approach to language analysis and pay great attention to the functions which language should serve in the sphere of management. When analyzing managerial discourse we are going to use cognitive approach, which considers language as a tool of knowledge. On the other hand in critical approach to discourse analysis researchers consider language as a means of power and managerial control.

In the interests of in-depth analysis our main focus is on authentic materials. Among all the variety of materials, in our opinion newspaper articles on management and a course book on management written by native English people will provide us a better understanding of lexical peculiarities of managerial discourse.

Results

The demand for language of management in present-day world is on the increase due to growing globalization and the tendency to work and communicate globally. Regardless cultural differences employees from both companies should operate with the same terminology and follow the common business ethics.

The basic distinctive feature of discourse is that it develops under the changes in business world and the world of management. It is sensitive to company's corporate culture, unwritten rules etc. It also undergoes trends in business world like globalization, frequent mergers and acquisitions in spheres of business, international recruitment and so on.

The vocabulary of analyzed newspaper articles indeed may be divided into four basic groups: General English Words, General

Business English Vocabulary, General Business Terminology, Specialized Terminology. However, there are frequently used other linguistic means like borrowing from military sphere and healthcare, investment terms, jargon, informal words and phrases, constructions with "to make" and lexis for describing trends. They characterize the language of Management as a very dynamic one. And as far as Management is volatile sphere, in newspaper articles the lexis for describing trends is frequently used.

Moreover the present research aims at identifying lexical peculiarities of the course book – "Principles of Management", written by Mason Carpenter, Talya Bauer and Berrin Erdogan. Beside General English Words, General Business English Vocabulary, General Business Terminology, Specialized Terminology the course book is characterized by frequently used stylistically coloured expressions, informal phrases and names of various types of managers at different levels in organizational structure. The informality of certain expressions may be also explained be the globalization. If previously course book materials had to follow strict rules of formal language and use predetermines phrases, now the formality is not that much important. The key goal of educational materials is not to follow linguistic rules but to teach a reader. Therefore the author is free to choose the language for his/her course book. But the chosen language is to serve the core process education – process of transferring knowledge.

Conclusions

The present research has proved the necessity of studying lexical peculiarities of managerial discourse since it has revealed the close interrelationship between changes in business and changes in the lexicon of managerial discourse. These changes may be crucial for everyday communication not only among managers in huge transnational companies, but it may also be very important for future managers at different corporate levels.

We have proved that lexical peculiarities of managerial discourse can be researched through unconventional materials like newspaper articles and educational materials, since in modern world it is no more restricted by investigations of only business correspondence or company's documentation. We have concluded that the vocabulary of up-to-date newspaper articles is distinctive with frequent use of informal and stylistically coloured expressions. The same tendency can be traced in the changes of educational materials. Instead of conventional formal and well-determined vocabulary the authors of the analyzed book extensively use informal linking phrases and even jargon. After studying the materials provided by the authoritative business newspaper The Economist, it can be concluded that the newspaper vocabulary in management sphere is quite specific and differs significantly from the language used in literature, scientific and journalistic articles and conversational speech.

Probably such shifts form formal to informal is caused by globalization which roughly speaking is making any communication more informal. Besides, the prevalence of the informal language and emotive expressions in the educational materials can be explained by the authors' desire to make the learning process more smooth and effective.

In our opinion, managerial discourse is experiencing some changes which take place not only in the world of management, but also in business world and even interpersonal relationships. Formal boundaries between managers and subordinates are gradually disappearing. Companies tend to implement a strategy of leadership and build trusting relationship among staff. Indeed status-oriented communication with deliberately unequal participants is gradually being replaced by more informal one. It is believed that the informal atmosphere inside the company allows achieving better results in a shorter period of time. Thus, the learning objectives of future managers also are better achieved by providing educational materials with more informal lexical structure.

Probably this trend will continue and the boundaries between formal and informal discourse will be completely eliminated. In this case managerial discourse will be integrated into everyday life to even a greater extent. Consequently it means that person-oriented discourse within casual communication will absorb more specialized terminology. And on the opposite, managerial and other discourses will become more informal and loose. Apparently all the changes and transformations of managerial discourse will be closely interrelated with shifts in contiguous business areas.

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КЕЙС СТАДИ КАК ОСНОВНОЙ МЕТОД ФОРМИРОВАНИЯ КОММУНИКАТИВНОЙ ПРОФЕССИОНАЛЬНОЙ ИНОЯЗЫЧНОЙ КОМПЕТЕНЦИИ

В статье обосновывается целесообразность использования кейс стади как одного из наиболее важных методов формирования делового и профессионального английского языка. Преимущества данного метода обучения состоят в том, что он позволяет осуществлять не только профессиональную иноязычную подготовку, но и способствует формированию профессиональных навыков, критического и аналитического мышления, умению

аргументировать и опровергать точку зрения, выявлять проблемы и находить их решения. Метод кейс стади играет важную роль в формировании культуры делового общения, знаний в области этики деловых отношений и межкультурной коммуникации.

Ключевые слова: неязыковой вуз, кейс стади, профессиональное иноязычное общение, лингвистическая компетенция, профессиональная компетенция, навыки принятия решений, критическое мышление, профессиональное мышление.

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CASE STUDY AS THE KEY TO DEVELOPING COMMUNICATIVE PROFESSIONAL FOREIGN LANGUAGE COMPETENCE

The article aims at analysing the advantages of the case study method as an important tool of developing learners' communicative professional foreign language competence. Based on the communicative approach cases are an effective method in teaching the English language to future specialists since they empower learners not only with the skills of using the language naturally, but also contribute to developing critical thinking and professional mentality. The article considers some methodological issues of teaching financial English to the students of the Financial University under the Government of the Russian Federation using case studies. Students acquire skills how to present their point of view, discuss its importance, suggest a course of action, develop problem solving and decision making skills demonstrating their analytical and managerial skills. Cases have a great potential in teaching business culture and ethics,

extending intercultural awareness.

Key words: non-linguistic university, case study, professional communication, linguistic competence, non-linguistic competence, decision making skills, critical thinking, professional mentality.

Introduction

In compliance with the modern educational paradigm the system of foreign language (L2) teaching in a higher educational institution should be based on the competence model of training a professional. Within this new learning paradigm the aims and outcomes of the educational process are defined in terms of competences, the two groups of which (general and professional) are listed in the "Federal State Educational Standards of Higher Professional Education". Together with the "Sample Syllabus for the Discipline "Foreign Language" for Teaching Bachelors (Non-Linguistic Universities)", 2011, it serves as the basis for developing communicative competence of future professionals in different areas of specialization.

The concept of communicative competence is a complex phenomenon, including a lot of aspects of language knowledge and skills: being able to use a language for a range of different purposes and functions, being aware when to use formal and informal speech, written or spoken communication, being able to produce and understand different types of texts (e.g., reports, lectures, interviews, conversations), knowing how to maintain communication in case of the lack of appropriate vocabulary (e.g., through using different kinds of communication strategies) (Common European…).

Communicative approach has brought a lot of changes in the methodology of teaching L2: an instruction paradigm which was dominant in the area of teaching English for a number of years has been changed for a learning paradigm where the central figure is a learner [1, p.16]. Student-centered teaching approach has shifted the focus of activity from the teacher to the learners making use of active learning methods, in which students are central participants solving problems, answering questions, formulating questions of their own, discussing, explaining, debating or brainstorming in classes. Student-centered teaching is also based on cooperative learning, in which students acquire skills of working in teams on problems and projects under conditions that require both collaboration and individuality.

Communicative student-centered approach yields best results when teaching professional English to future specialists using a case study. Case method is a powerful teaching strategy that can build communication and interpersonal skills in addition to imparting to students specialist knowledge and hard skills.

Case studies are very helpful in developing critical thinking. There are no cases without a lot of thinking, analyzing details, inferring, comparing, contrasting. Case studies presuppose digging a lot of information and organizing it in a logic way. The contents and structure of a case may vary but the protagonist is always the same: a problem in a company.

Advantages of case studies in teaching L2

One of the greatest advantages for students involved in case studies is that the language produced while analysing a problem can be immediately relevant. The language is learned via the interaction; the learners learn by doing the task (Frendo, 2005).

Another favourable effect of doing a case is training and improving skills of giving a presentation, developing confidence and art of public speaking. On the one hand, to present the results of a case analysis in English learners should possess basic skills of giving a short, well-structured talk. On the other hand, every time being involved in a case study they improve and polish their linguistic and communicative abilities with particular reference to presentation skills.

Participating in the discussion of a case may be considered even more beneficial because in the process of discussion students obtain skills of spontaneous speech and learn how to express their point of view correctly, agree or disagree with their group-mates' opinion, politely interrupt speakers or invite them to talk, they learn how to show that they are willing to speak or when to start speaking and how long to speak without being dominant. They also learn how to ask someone's opinion or how to encourage, persuade and support their partners. Thus, it is the discussion of case solutions that helps our students obtain the so-called soft skills. The ability to listen to what other people are saying and hear their point of view, understand their way of thinking, compare own ideas with those of others and assess them is a great skill absolutely necessary nowadays for highly-qualified professionals in any walk of life. This can be successfully developed in L2 classes, with the help of English, specifically during case discussions.

Another plus of a case analysis is that it fosters the development of writing skills as well. Every student is obliged to submit a report in writing in addition to participating in the discussion. As we can see, in the process of case analysis all skills are honed in an integrated manner. No technique can be more useful, rewarding and giving the sense of acquiring linguistic, communicative and professional, pragmatic and intercultural competence than at the time when students are analysing the case (Golich…, 2000).

Teaching English using cases in the Financial University under the Government of the Russian Federation.

As a method of acquiring professional foreign language case analysis is practiced throughout the whole course of studies in our University. We find it absolutely rewarding at all levels of education as it is an inseparable part of the process of learning L2 in a higher educational institution if used properly. However, cases appear to be most useful in classes of English as a subject of choice in the third and fourth years when students work for their bachelor's degree and during their master's course.

A case study method is highly effective because it does not only enhance developing communicative productive and receptive skills in all areas of language learning but its ultimate aim is to help students acquire professional communicative competence which is the overall purpose of learning L2 of all students.

There are different types of cases and a variety of ways to analyse them. We involve our students in doing cases from different sources: widely usable books on business “English for Business Studies” by I. MacKenzie, “Market Leader” (Pearson, Longman), on-line course “Cambridge Financial English” (CUP). These case studies are a part of topic areas presented in course books, they are content-led and presuppose in-depth knowledge of a specific subject matter. Another source is specially designed books, collections of fictitious cases (“Agenda” by D. Cotton, et al) with lots of tasks in all areas of linguistic activity.

Besides, we find cases in the Internet based on materials that are challenging and relevant for business students and make them suitable for the use in the classroom providing essential vocabulary input, elaborating the system of exercises for training specialist vocabulary, compiling a set of questions for critical understanding of the situation, preparing tasks for discussion, analysis and written home assignments.

When incorporating a case study into the process of teaching we go through several stages. The first stage is activating prior knowledge of the subject the learners have acquired during their previous course. We prepare them for learning, both in terms of linguistic and professional knowledge. The second stage is integrating and processing learning, when students engage with new information and integrate it with what they already know, adding to and revising previous knowledge, being involved in a variety of intellectual tasks. The third stage is the application of knowledge and skills for discussing professional matters and making solutions to the problems analyzed. Establishing bridges between the materials used for developing new skills and those which the students already possess boosters the process of acquiring linguistic, communicative and professional competence.

There are different ways of using cases in teaching L2. We would like now to present some methodology issues of developing professional communicative competence using case method with particular reference to the topic "Investment Banking. Business Ethics. Obligations to Shareholders".

Before starting case analysis the students are invited to discuss the questions directly connected to the topic. The purpose of this activity is to recollect basic ideas on the topic they have previously studied either in their majors or in English:

1. What is "IPO"? (What is the equivalent of this term in Great Britain?)
2. What is the purpose of listing? (What is the term preferably used in Great Britain?)
3. What type of bank is involved in IPO?
4. What is a prospectus? What information is included in a prospectus?
5. What is the difference between "equity financing" and "debt financing"?
6. What should a security analyst know about the company which goes public? , etc.

Within the preparatory stage students do some revision of the technical vocabulary and financial concepts via different exercises (matching, multiple choice, explaining, giving definition, etc.):

1.	The amount of money a lender receives for a loan or an investment, expressed as a percentage , is known as its return or	A.	over-the-counter market
2.	Total amount of stock a company may offer to its shareholders	B.	EPS (earnings per share)

3.	A place, whether physical or electronic, where stocks, bonds, and/or derivatives in listed companies are bought and sold	C.	authorised share capital
4.	A securities market in which dealers negotiate directly, as opposed to an organized securities exchange auction system	D.	yield
5.	A company's profit divided by its number of common outstanding shares	E.	Stock Exchange

During the second stage the students extend their knowledge on the topic reading extensively. Before analysing the case they are obliged to find and study the materials which can contribute to their detailed understanding of the case:

"dog and pony shows", infusion pumps, road show, the FDA, debt advantages, debt disadvantages, equity advantages, equity disadvantages, wealth maximization, profit maximization, etc.

After that they receive the task to study the case, prepare the analysis of the situation and think of their own solution to the problem.

Case study. Pump It Up.

Characters:

Henrietta Bluefish, investment banker at Tremper and Co.

Mr. Peoples, the Chief Executive Officer of Pump It Up, a manufacturer of infusion pumps

Henrietta Bluefish has been an investment banker with Tremper and Co. for our years. Since Henrietta had an undergraduate degree in biomechanical engineering and an M.B.A, degree, she was the ideal candidate to assist medical supplies companies going public for the first time. Through her contacts with her father and brother, both medical doctors, she met John Peoples, Chief Executive Officer of Pump It Up, a manufacturer of infusion pumps. Impressed by Henrietta, Mr. Peoples confided in her that he was looking for an investment banker to take his company public. Pump It Up eventually chose Tremper as its investment banker, and the company was scheduled to go public on June 13. The initial prospectus, the "red herring," had been released to the public. Mr. Peoples had just completed a series of meetings ("dog and pony shows") in late May with security analysts from the underwriting group. Pump It Up is a major supplier of infusion pumps to hospitals and outpatient clinics. Its new line of infusion pumps, Vision Pump, can monitor up to 20 pumps via a computer terminal located at a nurses' station. The FDA had approved the clinical trials of Vision Pump 60 days earlier. Vision Pump will eventually replace the company's current line of infusion pumps, and management expects that this product will substantially increase its share of the market. On the night of June 11, Henrietta attended a dinner party at a friend's house. She overheard a doctor, in the course of a casual conversation, complaining about his stressful life, in particular the past month. Two of his patients died quite unexpectedly in early May and both patients had been hooked up to Pump It Up's Vision Pump system. The hospital's medical staff investigated the cause of death in both cases and concluded "it was possible" that Vision Pump could have caused the deaths. Of course, the medical staff had notified Pump It Up in mid-May of the findings, and the company had assured the hospital that it would do its own investigation of the matter. Henrietta was surprised that Pump It Up had never mentioned this investigation to her firm or to any of the members of the underwriting group. After some reflection, she realized that, to protect himself, the doctor may have fabricated or distorted the incident. On the morning of June 12, Henrietta called Pump It Up to confirm the doctor's story. Sure enough, the company said that these incidents had occurred. Pump It Up had investigated the matter and concluded that the doctor had used the pumps incorrectly. No other deaths had occurred, and the FDA had allowed the trials to continue. Henrietta, concerned about the initial public offering scheduled for the next day, was puzzled about what course of action she should take.

Author: David Seltzer, Assistant Professor, University of Wisconsin,1992 (Minicase, 1992).

To help students make their judgements reasonable and logic, we make use of a seven-step analysis suggested in the teaching notes posted on the web site of University of Wisconsin, which turned out to be very useful for us being teachers of English and not specialists in investment banking. Learners begin to approach problems in a focused, confident way that leads to well-reasoned conclusions. The questions provide careful thought and help focus attention on specific aspects of the case.

- ✓ *What are the relevant facts?*
- ✓ *What Are the Ethical Issues?*
- ✓ *Who Are the Primary Stakeholders?*
- ✓ *What Are the Possible Alternatives?*
- ✓ *What Are the Ethics of the Alternatives?*
- ✓ *What Are the Practical Constraints?*
- ✓ *What Actions Should Be Taken?*

Students analyse the case thoroughly at home and in class exchange their points of view. In fact, it is rarely that they are unanimous, more often than not the discussion becomes heated as they continue pressing their own vision of the problem. In some groups the students finish off by voting "to dot the "i's" and cross the "t's". Some students present their decisions supported by power point presentation, which makes the discussion especially interesting.

It is quite evident the power of the case method lies in the active participation of the students - during discussion students occupy the centre stage, the role of the teacher is a "guide on the side".

Conclusion

Thus, the case study method has a great teaching potential. Via case studies in English learners can practice various functions of

L2 and various vocabulary depending on the case matter. They acquire professional skills in business, management, finance and economics combined with topical issues of business culture and business ethics. What is probably most valuable in a case study method is the fact that learners practice the productive language skills in a natural way. They learn the language and at the same time develop their analytical, managerial and interpersonal skills necessary for their professional life.

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УДК 811
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СРЕДСТВА ДОСТИЖЕНИЯ КОМИЧЕСКОГО ЭФФЕКТА НА ФОНЕТИЧЕСКОМ УРОВНЕ И СПОСОБЫ ПЕРЕДАЧИ ИХ НА РУССКИЙ ЯЗЫК В РОМАНАХ ДЖ. РОУЛИНГ

В статье рассматриваются средства достижения комического эффекта на фонетическом уровне и способы передачи их на русский язык. Автор анализирует такие средства, как аллитерация, метатеза, искажения и перестановки. Достижение комического эффекта на фонетическом уровне рассматривается на примерах, взятых из романов Дж. Роулинг о Гарри Поттере. Также в данной статье автор анализирует адекватность передачи комического эффекта на русский язык. В заключении автор приходит к выводу, что комическое является распространенным явлением и представлено во многих произведениях, как классиков, так и современных авторов.

Ключевые слова: фонетический уровень, комическое, комический эффект, аллитерация, метатеза.

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MEANS OF ACHIEVING A COMIC EFFECT AT THE PHONETIC LEVEL AND METHODS OF ITS TRANSFERENCE TO THE RUSSIAN LANGUAGE IN J. ROWLING'S NOVELS

The article deals with the means of achieving a comic effect at the phonetic level and methods of its transference to the Russian language. The author analyses such means as alliteration, *metathesis, deformation of a word form and various shifts. The achievement of a comic effect at the phonetic level is studied by using examples taken from the novel series about Harry Potter written by J. Rowling. In addition, the author analyses the adequate usage of a comic effect in the Russian language. In the conclusion the author points out that comical is a commonly used phenomenon, which is represented in many classical works as well as in modern literature.*

Key words: phonetic level, comical, comic effect, alliteration, metathesis.

Introduction

Comical is considered as one of the mediators, simplifying the process of the world perception. It is one of the most difficult and insufficiently studied issues (Khramchenko, 2010; Panchenko, 2013).

Any fiction text contains a certain idea, which influences the choice of linguo-stylistic means. Comic and eccentric elements, which reflect the real or fictional life which does not exist without humor, present deep and serious thoughts in fiction.

Theoretical background

Comical is a category which is an important source of emotional information transmission coming to the recipient. From a linguistic point of view, comical is a kind of a phenomenon that has various incarnations. Typically, it is expressed by such means as irony, sarcasm, etc. Recently, researchers suggest more arguments for considering comic effects not in terms of the language, but as discourse (S.N. Plotnikova, 1999).

From a linguistic point of view comical should be considered as a set of resources that are involved in the creation of a comic effect. These means include humour, satire, irony, etc. Each researcher highlights different important characteristics of this notion. So, T.M. Ryumina emphasizes the element of surprise of comical. Comical is a social phenomenon, which is characterized by the element of surprise, which is intended to surprise the reader and raise a laugh (Ryumina, 2010).

One of the most comprehensive concepts is considered to be the following: "Comical is a category of aesthetics which expresses historical irrelevance (complete or partial) of social phenomena, activity and people's behavior and their manners and customs to the objective course of things and aesthetic ideal of progressive social forces in the form of ridicule" (Philosophical Dictionary 1981: 445).

Results and discussion

There are many classifications designed to highlight the means by which a comic effect is achieved. An example is the classification, according to which comical is considered from the point of view of the division into the levels at which it is, in fact, expressed. According to this classification, techniques for creating comical can be considered at such levels as phonetic, lexical, phraseological, and syntactical. Let us consider by what means comical is expressed at the phonetic level.

At the phonetic level, a comic effect can be achieved at the level of sounds and their combinations. Thus, E.A. Garanina identifies several sources which help to create a comic effect at the phonetic level: a) sound combinations that appear as a result of repetition (alliteration, assonance); b) elements of colloquial speech, which allows certain deviations from the norm (metathesis, assimilation); c) establishment of a connection between speech sounds and the world phenomena (onomatopoeia) (Garanina 1998).

In a series of novels about Harry Potter J. Rowling uses the following means of comic effect transmission:

Alliteration is a repetition of identical consonants (Dictionary of Literary Terms: 1925).

Basically, examples, related to the use of alliteration, are proper names of the characters of the novel, which at the same time are speaking names.

An example of such a name can be *Mad-Eye Moody*, which is translated as *Грозный Глаз Грюм*. In this case, the author retains the alliteration and keeps the connotation of the name of the character. After all, this character is dark, gloomy and sinister.

One more example is *Moaning Myrtle*, in Russian it sounds like *Плакса Миртл* and though alliteration in this case is not retained, the character of the heroine who is a ghost is well expressed. This girl spends all the time in the bathroom, where she was killed, engaged in her favorite pastime – crying.

Another example of the use of alliteration is the name of the store created by twin brothers Fred and George: *Weasleys' Wizard Wheezes*, which is translated retaining alliteration, but omitting the names of the brothers: *Всевозможные Волшебные Вредилки.* This name indicates not only what products are sold in this store, but the characters of the owners as well.

In addition, a comic effect at the phonetic level is created by the use of various deformations of word forms. As the worlds of Harry Potter and his relatives (Dursley) are completely different, they do not have a clue about what creatures there are in the magic world. And when Harry and his cousin Dudley are attacked by dementors (creatures guarding the prison for wizards), Harry has to explain who they are, but Uncle Vernon cannot remember their name and distorts the word in any possible way.

'But what ARE Dementoids?' asked Uncle Vernon furiously. 'What do they DO?'

Demenders

Demembers

Dismembers (Rowling 5).

The development of the conversation influences the changes of the original form of the word. The translator also decided to change the forms of words, based on the original version:

Да кто они такие, в конце концов, эти дементоиды?! – в бешенстве спросил дядя Вернон. – Что они делают? ЧТО?

Демендеры

Демонтёры

Демонаторы (Оранский 5).

In our opinion this translation can be considered an adequate one. It conveys Uncle Vernon's confusion when he faces something unknown and frightening. The comic effect in the Russian language is also achieved due to the deformation of the original version of the word.

Also, deformation can be expressed by omitting letters or combining several words into one. For example,

The words came out before Harry had quite got his tongue around them.

"Wangoballwime?"

"Sorry?" said Cho.

"D'you - d'you want to go to the ball with me?" said Harry. Why did he have to go red now? Why?

"Oh!" said Cho, and she went red too. "Oh Harry, I'm really sorry," and she truly looked it. "I've already said I'll go with someone else" (Rowling 4).

Слова вылетели изо рта ещё до того, как Гарри совладал с языком.

– Ты-хтела-ти-сомнабал?

– Прости, что?

– Ты не хотела бы пойти со мной на бал? – Ну зачем, зачем он начал краснеть?

– На бал?

– На бал! (Оранский 4).

In this situation, Harry was so nervous, trying to invite Cho to the ball that he was unable to speak clearly. The translation in this case is appropriate, and it is transmitted with a similar deformation of the word form in the target language.

Also at the phonetic level a comic effect is achieved by metathesis – a shift of two adjacent sounds or syllables in a word. Such a shift implies sound or sometimes semantic deformations. However, a comic effect is created due to this confusion.

Yes,' said Mr Weasley, `even if you won't let Harry use the *fellytone =*

`Telephone,' whispered Hermione (Rowling 5).

– Да, – добавил мистер Уизли, – и даже если вы не позволите Гарри воспользоваться фелетоном…

– Телефоном, – прошептала Гермиона (Оранский 5).

In this case, Mr. Weasley has no experience in using names of muggles' household items in his speech, so he accidentally transposes syllables in a word, which raises a laugh. This technique is kept in the translation as well.

Conclusion

Comical is a rather broad concept that includes a number of different components, and can be expressed with the help of various lexical and stylistic means. Thus, comical is of great interest to both linguists and translators.

In this article it is impossible to consider the issue to the full extent, but it can be concluded that comical is a phenomenon that is present in many works of literature. J. Rowling's novels are full of different tools that create a comic effect. The author creates an interesting, exciting world, which cannot leave any reader indifferent. It awakes people's interest in reading modern literature.

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ГЕНДЕРНЫЕ ОСОБЕННОСТИ НАПУТСТВЕННОЙ РЕЧИ (РЕЧИ НА ЦЕРЕМОНИИ ВРУЧЕНИЯ ДИПЛОМОВ) В ДВУХ НАЦИОНАЛЬНЫХ ВАРИАНТАХ АНГЛИЙСКОГО ЯЗЫКА: БРИТАНСКОМ И АМЕРИКАНСКОМ

Статья посвящена гендерным исследованиям, являющимся одним из приоритетных направлений современной лингвистики, и раскрывает гендерную специфику напутственной речи (в двух национальных вариантах английского языка: британском и американском) на разных уровнях языковой системы. Основное внимание автор уделяет гендерному анализу структуры и лингво-стилистических аспектов данных речей. В работе также рассматриваются основные особенности структуры напутственной речи, наблюдаемые как у оратора-мужчины, так и у оратора-женщины.

Ключевые слова: гендерные исследования; лингвистика;

текст; напутственная речь; стилистические средства; структурные особенности напутственной речи.

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GENDER PECULIARITIES OF COMMENCEMENT ADDRESS IN AMERICAN AND BRITISH ENGLISH

The article is devoted to the gender studies which are one of the priorities in modern linguistics and which disclose a specific character of a commencement address (both in American and British English) on different levels of the language system. The author places special emphasis on the gender analysis of the structure and lingvo-stylistic aspects of the given commencement addresses. The main peculiarities of the commencement address structure, observed both in men's and women's speeches, are widely discussed in the work.

Key words: gender studies, linguistics, text, commencement address, stylistic devices, structure peculiarities of a commencement speech.

Intoduction

There are certain events throughout the course of everybody's life that can steer you in right direction, and undoubtedly, most of them are unforgettable. It may be your wedding day, birthday of your first child, receiving an award or whatever, but for those, who had the honor to study four or even more years at a University, a commencement ceremony is definitely one of these significant events as well.

According to *the Online Encyclopedia of Education*, "the **commencement** is the culmination of education for the high school student, the commencement ceremony, or graduation, is a major event and transition point for students, parents, and teachers. It is a time for students, parents, and teachers to celebrate their hard work and accomplishments" [9]. Actually, this word stems from Latin “inceptio” which denotes “beginning, start” that evidently proves it to be a transition into new era in one’s life.

There has been a tradition in some countries, particularly in the USA and in the UK, to invite a person (usually, a noteworthy one) to deliver a commencement speech or address at graduation.

Commencement speeches are the ones given at graduations, usually in the summer and often outside, where the attention spans of young people are stretched to their limits [10]. Andrew Albanese is credited with describing the commencement address as the “university’s final gift to its graduates” [7]. This is the last formal chance to make an impression on these young minds before they leave the hallowed halls of their alma mater and move on to grander endeavors in the world [5].

The world has always been changing and therefore the graduates who are entering this transformed society have been facing new challenges. To encourage and motivate alumni to deal with them, universities are to invite prominent speakers. Moreover, speakers have been changing along with the times as well.

Empiric material

Our study is devoted mainly to gender peculiarities of commencement addresses of British and American speakers. Nowadays gender studies are one of the top priorities in modern linguistics, because the 20^{th}-21^{st} centuries are characterized by women’s breakthroughs in all spheres; and it had led to some changes in existing stereotypes [1]. Women got access to all fields of human concern. Many distinguished women became those who people take for a model; they have been motivated due to many of them. Their examples of getting successful are inspiring; they definitely have something to share.

Therefore, we have selected randomly four commencement speeches, delivered by American and British distinguished people, both female and male. They are:

1. J.K. Rowling's commencement address, Harvard University, June 5, 2008;
2. Neil Gaiman's commencement address, the University of Arts, May 17, 2012;
3. Ellen DeGeneres Graduation Speech, Tulane University, 16 May, 2009;
4. Steve Jobs's commencement address, Stanford University, June 14, 2005.

Results and discussion

First of all, to make it clear, we are to define the notion **"gender".** I.R. Chikalova determines it as "a concept used in social sciences to display the socio-cultural aspects of a person's gender". In her words, men and women are the cultural products of their societies, and stereotypes about gender reflect the views of the society on the behavior that is expected from men or women [2]. This definition confirms the fact that the notion of gender is also closely linked to the culture of the society, due to the fact that gender presents a cultural characteristic of the behavior of a person of a particular gender in a particular society. Therefore, a significant role in our study belongs to the correlation between language, culture and gender.

Comparing the language of men and women they use in the above mentioned commencement addresses, the next thing we need to draw attention on is their structure. Four prominent themes emerge that help define the rules for the genre of commencement addresses. These themes are: 1) acknowledging the graduates and their achievements, 2) creating identification between the speaker and the graduates (speakers at commencement ceremonies also use narratives, anecdotes, and familiar references as a means of establishing identification for their audience.), 3) presenting the world and its challenges, and 4) instilling a sense of hope for the graduates' future [5].

All these four themes can be found in the analyzed commencement speeches, both male and female. The gender analysis of the first theme had helped to reveal that women are likely to gratitude people who had invited them to speak, and, above all, graduates: "*President Faust, members of the Harvard Corporation and the Board of Overseers, members of the faculty, proud parents, and, above all, graduates. The first thing I would like to say is 'thank you.'"[8]; "Thank you, President Cowan, Mrs. President Cowen; distinguished guests, undistinguished guests, you know who you are, honored faculty and creepy Spanish teacher. And thank you to all the graduating class of 2009"[3].* It gives them an opportunity to gain the affection of the listeners and to attach to them. As for the men's speeches, they tend to be surprised by the fact that they had been invited to deliver these addresses. Moreover, they state that they never graduated from any colleges: *"I never really expected to find myself giving advice to people graduating from an establishment of higher education. I never graduated from any such establishment. I never even started at one." [4]; "I am honored to be with you today at your commencement from one of the finest universities in the world. I never graduated from college. Truth be told, this is the closest I've ever gotten to a college graduation." [6].* It is their specific way to get closer to the listeners as well. They want to show alumni that despite they are huge celebrities; they are, first of all, ordinary people.

The conducted research also has helped to find out that women more often mention the members of their own families: *"Then I went to look up what commencement meant which would have been easy if I had a dictionary, but most of the books in our house are* ***Portia's****, and they're all written in Australian. So I had to break the word down myself, to find out the meaning." [3]; "However,* ***my parents****, both of whom came from impoverished backgrounds and neither of whom had been to college, took the view that my overactive imagination was an amusing personal quirk that would never pay a mortgage, or secure a pension."; "I would like to make it clear, in parenthesis, that I do not blame* ***my***

***parents** for their point of view. What is more, I cannot criticise **my parents** for hoping that I would never experience poverty." [8]*. By means of the online resource "Seo-analysis" (which helps to estimate the frequency of words and phrases that occur in the analyzed texts more than two times), it has been discovered, for instance, that the word *"parents*" was used 8 times in J. Rowling's speech. This appeal to family values indicates the desire to get audience's attention, to evoke positive emotions, demonstrating that family is one of the major parts of everyone's life.

The next theme which can be viewed in all four addresses is creating identification between the speaker and the graduates. The rhetors offered multiple examples of self-disclosure in their speeches that are used to create identification between them and their audience [5]. Furthermore, two of them (Steve Jobs and Joanne Rowling) made references to their own time in college. According to "Seo-analysis", the word *"college"* was used 14 times in Jobs's address. He also goes beyond establishing an association with just the university; he offers more insight into his college years by discussing his personal troubles as a college student: *"It wasn't all romantic. I didn't have a dorm room, so I slept on the floor in friends' rooms, I returned Coke bottles for the 5¢ deposits to buy food with, and I would walk the 7 miles across town every Sunday night to get one good meal a week at the Hare Krishna temple. I loved it." [6].*

The next distinguishable characteristic in the four speeches is that the rhetors discuss the graduates‟ transition out of college, the current state of the world they are entering, and the graduates‟ role in it [5]. Both men and women are using a plenty of stylistic devices of lexical and syntactic levels. First of all, it is a repetition: *"**The problems of** failure are hard. **The problems of** success can be harder, because nobody warns you about them."; "I'm serious. Husband runs off with a politician? **Make good art**. Leg crushed and then eaten by mutated boa constrictor? **Make***

good art*. IRS on your trail?* ***Make good art****. Cat exploded?* ***Make good art****. Somebody on the Internet thinks what you do is stupid or evil or it's all been done before?* ***Make good art****. Probably things will work out somehow, and eventually time will take the sting away, but that doesn't matter. Do what only you do best.* ***Make good art****." [4]; "I had* **no** *money; I had* **no** *heat,* **no** *air…"; "****Commencement****:* ***common****, and* ***cement****,* ***common cement****. You* ***commonly*** *see* **cement** *on sidewalks. Sidewalks have cracks, and if you step on a crack, you break your mother's back. So there's that. But I'm honored that you've asked me here to speak at your* ***common cement****." [3].* All of them aim at logical emphasis, an emphasis necessary to fix the attention of the listener on the key-word of the utterance.

Males and females' addresses abound in all kind of epithets. Nevertheless, the female authors use epithets mostly to create the evaluation of their own emotional states, feelings, life (quixotic or paradoxical choices; petty humiliations; a short-lived marriage; an inevitable failure; a unique status; distinguished guests, undistinguished guests; a compassionate person etc). Moreover, they are likely to use words of more elevated style. As for men, they use this stylistic device for emotional evaluation of inanimate objects and phenomena of a real life (a remarkable ride; adverse conditions; an unshakable conviction; an ultimate lifesaver; amazing mistakes, glorious and fantastic mistakes etc).

The most frequent stylistic devices used by male speakers are anaphora ("***The problems of*** *failure are problems of discouragement, of hopelessness, of hunger.* ***The problems of*** *failure are hard.* ***The problems of*** *success can be harder, because nobody warns you about them."),* epithets, parallel constructions *("It gets you through good times and it gets you through the other ones."),* gradation *("All these major issues confronting our state, nation, and world can be significant"),* antithesis *("And that is as it should be, because Death is very likely the single best invention of Life. It is Life's change agent.").* The stylistic devices are commonly found in the addresses of women are metaphor, personification *("Actually, I have wracked my mind and heart for what I ought to say to you today."; "I ditched German and scuttled off down the Classics corridor."; "I know that the irony strikes with the force of a cartoon anvil, now."),* epithets, simile, anaphora, parallel constructions etc.

Further consideration of the selected addresses has shown that men are likely to clearly structure information: *"**First of all**: When you start out on a career in the arts you have no idea what you are doing. **Secondly**, if you have an idea of what you want to make, what you were put here to do, then just go and do that. **Thirdly**, when you start off, you have to deal with the problems of failure. etc" [4]; "**The first story** is about connecting the dots. **My second story** is about love and loss. **My third story** is about death." [6]*. We consider that these peculiarities are determined by traditional characteristics of men (commonly traceable by the society) which are: logicality, rationality, tendency for reflection. To enhance the expressiveness of speech, women speakers often use adverbs-intensifiers (terribly difficult, incredibly important, darn right, dead serious, etc.)

The study of the material revealed that males, in order to attract attention of the audience, are likely to present the information in an unusual way, using vivid expressions, quotations: "*"This is really great. You should enjoy it." (by Stephen King)" [4]; "When I was 17, I read a quote that went something like: "If you live each day as if it was your last, someday you'll most certainly be right.""; ""Stay Hungry. Stay Foolish."" [6].*

The last recurring theme these rhetors present is that of the graduates "future lives in this real world". It is so-called "an instilling hope for surviving the future" [4].

Conclusion

Therefore, taking into account all of the aforesaid, we came to the conclusion that the gender peculiarities of the commencement addresses can be viewed on structural and lexical-syntactical levels and can be determined by socio-cultural factors and psychological features, attributed by the society to a man as the representative of the masculine subculture; a communicative leader, characterized by independent thinking, competence, less degree of emotionality, and the woman as the representative of the feminine subculture, which is more emotional, empathetic, cooperative.

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ПЕРЕВОД КАК МЕТОД МЕЖКУЛЬТУРНОГО И ЛИНГВИСТИЧЕСКОГО ОБЩЕНИЯ

В статье анализируются главные достоинства и недостатки перевода. В статье рассматриваются разные назначения перевода, в том числе как способ межкультурного общения и как межкультурный мост. Рассматриваются примеры из итальянского и английского языков.

Ключевые слова: перевод, лингвистика, глобализация, культура.

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TRANSLATION AS MEAN OF CULTURAL AND LINGUISTIC COMMUNICATION

The article deals with the main advantages and disadvantages the translation has. In particular in the article it is analized the translation as a mean of intercultural communication and as it serves as a bridge between cultures.

Key words: translation, culture, globalisation, linguistics.

Introduction

I chose to write this report, choosing this theme, because I strongly believe that translation had, has and will always have a huge importance in our world. This topic is not new for me, and I always have tried to explain to myself all those things related to the intercultural communication.

The study of common points in different cultures actively contributes to the international cooperation between different nations. It amplifies the dialogue between cultures creating a sort of intercultural communication.

From the beginning of my university's studies, people always asked me 2 basic questions, which in translator's mind would seem so obvious, but they are not for the rest of the world.

1. Why is there the need of translators when our world is becoming more and more globalized, and technologies permit us to rest connected and speak 'the same language'.

2. Why are you studying marketing, economy, psychology, etc. if you want to become an interpreter?

New era. Globalization

'Globalisation is a fact of life. But I believe we have understimated its fragility'
Kofi Annan

As David Crystal wrote in his book [Crystal] , it is true that English has become a global language : wherever you travel, you will find English advertisements. In almost every hotel and restaurant all other the world they will understand English. But as David Crystal makes us notice: Can we say that English is spoken by everybody? Or that everyone in the world recognizes English as a second language? The answer is obvious. And again citing David Crystal, we must admit that: ' Why a language become a global language has little to do with the number of people who speak it'[Crystal] .

As the history of English told us, economic, technological and cultural power makes a language dominant. A language does not become a global language because of its structural properties, because of the size of its vocabulary or because it was once associated with a great culture or religion. These are factors which could motivate someone learn a certain language, but which cannot ensure a language's world spread. Traditionally, a language becomes an international language because of power of its people.

As an obvious fact, if there will be a truly one global language, there will be no need any more of translations, translators and interpreters. Misunderstanding would be avoided and apparently all people would be equal. But as in every deal, there are pro and contros. The disadvantage and the main factor which is disturbing linguists is, that all the other languages would be lost. The death of a language does not imply just the finish of its existence, it also strongly connected with the culture of which this language was carrying for. Then, if we think better, with a global language there would never be equality, as those for whom English is the mothertongue language, would inevitably be more privileged.

Advances in transportation and telecommunications infrastructures made the distances less noticeable. Global movement of people, and integration among companies, governments, goods and ideas expanded significantly. The cultures get in contact and get mixed, which doesn't mean their total fusion. Even in a globalized world, and maybe this make the difference even more profound, the necessity to interpret each person's culture is as never before of a crucial importance.

What is culture

'Our incapacity to comprehend other cultures stems from our insistence on measuring things in our own way'

Arthur Erikson

To understand better this topic, it is necessary to understand what stands as the basis of all our lives. Culture.

Over time and across disciplines, culture has been defined in innumerable different ways, depending on the field of study and the historical, geographical, social and political context in which the definitions were produced. This paper does not claim that any of these definitions is better than others, but simply emphasizes the role that cultural elements play in communication from the interpreter's perspective. Culture is the characteristics of a particular group of people, defined by everything from language, religion, cuisine, social habits, music and arts. It is, as Samovar and Porter (1998) describes it, the deposit of knowledge, experience, beliefs, values, attitudes, meanings, hierarchies, religion, notions of time, roles, spatial relations, concepts of the universe, and material objects and possessions acquired by a group of people in the course of generations through individual and group striving. This definition of culture can be very useful when the unavoidable relationship between this concept and translation practice is considered.

It is considered that E.A. Nida (1964) was the first author to refer directly to the cross-cultural side of translation. According to Nida, it is inevitable that translators be affected by their own cultural baggage. On the whole, considering translation from an intercultural perspective seems not only possible, but even convenient. This idea relates to the confluence that at some point takes place between Cultural Studies and Translation Studies. The concept of culture then emerges as significant to translation, and translational activity can be considered as a clear case of interaction between cultures.

Today, in the United States as in other countries populated largely by immigrants, the culture is influenced by the many groups of people that now make up the country.

The phenomenon of migrations is transforming our world into a multicultural Country, where persons of different languages, religious backgrounds and cultures live together side by side. Know the other person's historical, cultural and religious background is certainly one of the fundamental aspects towards a realization of a harmonious cohabitation and for better management of the immigration phenomenon.

The growing number of intercultural encounters that has followed globalization and major immigration flows has led to rising interest in intercultural studies (Ponomarenko, Malyuga, 2012). Actually, many such meetings happen with the mediation of an interpreter, who acts as both a linguistic and cultural mediator.

Successful intercultural communication is very difficult to achieve, as it involves a great number of factors, e.g. language (verbal communication), body gesture (non-verbal communication), the use of time, space and silence, etc., which differ from culture to culture. For all of these reasons, bridging the gap between two people or groups of people who employ an interpreter 'simply' because they do not speak the same language is a very delicate task. Admittedly, impartiality is one of the major ethical requirements for interpreters, which means that, as a rule, an interpreter is not allowed to give his/her opinion, or to alter in any way what a speaker expresses through his/her language: "The formulation of the message is the responsibility of the other parties; the interpreter's responsibility is to interpret (Liason, 1998). However, Taft (1981) states that "… mediation between cultures requires the communication of ideas and information from one cultural context to the other. This is analogous to the process involved in linguistic translation, even though there is more to mediation than mere translation".

Translation as a means of multicultural communication. Problems of mediation

English speakers like messages that are direct, explicit, rational, concise and informational dense. Therefore, they might find it difficult to interact with a speaker using long, complex sentences and, in some cases, even regard such a communication style as reflecting a lack of commitment and interest on the part of their interlocutor.

Mediating an encounter involving speakers who are far from each other on the high/low context scale is quite a complex task for the interpreter. As Angelelli (Angelelli, 2000) points out, by means of his/her knowledge of the two cultures involved, s/he has to "decode and encode the message in such a way that the meaning and form may transfer into the language of the second party to produce the same effect that they would have produced in an audience who shared the first party's language".

If we consider translation and interpreting as a "communication of ideas and information" rather than simply the mediation between different linguistic codes, it seems clear that any such process implies a shift from a high context mode to a lower one and vice versa. In this shift, the interpreter alone has the responsibility of providing each interlocutor with the amount of context that is most appropriate in his/her culture to reach complete understanding.

From a more strictly linguistic standpoint, it can be observed that the use of honorifics and of different language registers, closely connected to the culture-specific idea of politeness, al-so differs greatly from culture to culture and therefore faces the interpreter with difficult choices. "Across cultures … one recognizes what people are doing in verbal exchanges (e.g. requesting, offering, criticizing, complaining, suggesting) not so much by what they overtly claim to be doing as in the fine linguistic details of their utterances" (Brown, Levinson,1987).

Different degrees of politeness may need to be adjusted by the interpreter to the most suitable form in the target language/culture. When translating from English into Italian, for example, the interpreter may need to transform the generic title Mr or Mrs into one of the more specific professional titles Ingegnere, Dottore, or Avvocato, depending on the exact status of the person. Geert Hofstede (Hofstede, 2001) states that "In some cultures and subcultures, being polite to the other person is more important than supplying correct information". The consequence of this on the interpreter's work is that sometimes the 'filters' imposed by politeness may make the message quite ambiguous to an outsider and therefore require a higher degree of mediation. In the Italian/English language combination, it is worth noting that Italian – like several other languages – has two different ways of addressing a person: ‘lei’ (third person singular) is used to show respect or keep one’s distance, and in formal contexts; conversely, ‘tu’ (second person singular) is more informal and shows familiarity or a higher position e.g. an adult to a child. In contrast, English has only one form of address, ’you’, which is used in all situations regardless of the degree of formality. This difference can be conveyed in English only by keeping the language register quite formal when an Italian uses the lei form, and a more relaxed one to translate the’ tu’ form. Wierzbicka (1986) also notes that, when translating a request from Italian into English, the interpreter should make use of more indirect expressions instead of imperatives. The Italian “Mi dica che cosa ne pensa ” (which is an imperative but is perfectly polite in Italian), for example, would sound too imposing on an English speaker. Consequently, an interrogative (“What do you think?”) or conditional form (“I’d like to know your opinion”) would be recommended.

Discussion styles and the rules of turn-taking play a very important role in communication. This is even more so in events mediated by an interpreter, since each interlocutor will follow his/her own rules, which are dictated by the culture s/he belongs to. For the Anglo-Saxons, when A stops B starts: it is not polite to interrupt. The more verbal Latins, instead, do so quite often: B will frequently interrupt A and vice versa to show how interested s/he is in what the other is saying. Finally, in the oriental style of communication, when A stops, a pause follows, and only after that will B start. Westerners often interpret this moment of silence as a failure in communication, whereas in oriental cultures it is a sign of respect to take some time to process the information without talking oneself (Trompenoars, 1997).

We could list some main factors, which contribute to the translation’s difficulty:

1. Specific semantic language units

2. Non-equivalence of the language creating society's realities

3.The difference in the realities

Face with those problems directly is the ability of the translators. This ability depends on the knowledge of language an interpreter has. The translator is not just merely a 'machine' transmitting information from one language to another. Translator is a mediator which transform knowledge from one language to another making it understandable for other people, by pragmatic adaptation, sociolinguistic and historical comments.

Since any interpreting event is an intercultural encounter in itself, interpreters translate for people who – besides speaking different languages – have a whole set of values, norms and habits that are specific to their culture and influence their way of communicating. It appears essential, therefore, that the communication strategies of the interlocutors – based on their respective cultures – are mastered by the interpreter both passively (so that s/he can recognize them) and actively (so that s/he can use them appropriately). In this sense, in addition to being bilingual, that is being proficient in the two languages involved in the interaction, the interpreter needs to be bicultural, that is have a deep knowledge of and strong 'feel' for both cultures, and use this skill to avoid misunderstandings and communication failure.

Hat is mediation

> *"Cultures are chiefly transmitted through spoken and written languages. Encapsulated within a language is most of a community's history and a large part of its cultural identity."*
> *David Crystal*

Words, through communication, connect people with each other. Without communication cannot exist a society, a social, cultural human being. All in this world is connected to each other, through communication. As I said before, the necessity for a cultural and linguistic mediation is particularly needed in this world where cultures are more and more getting in contact. Language characterizes the mentality, the way of life, the tradition and the values of a particular culture.

Exactly for this reason, today, in a globalized world, where mass-media and social networks enables a more closely meeting with other cultures, we can hear/speak about cultural conflict. In our days it is easy to run a business in a foreign country, or export/import from other countries. So where is the problem, one could think. The problem arises when, in communicating with other cultures, one should take into account the different perception of values, tradition, etc. Just to make my thoughts clearer, I will present some examples.

The Malboro Advertising illustrates a cowboy on a horse. It would not work in Latin America, as there cowboys are the poorest people in the country. So, a cowboy in Lain America would smoke cigarettes of the worst quality, the cheapest one.

A Spanish company contracted to sell to a company from Mexico a big amount of plastic bottles. However, the Spanish company colored this bottles in a color, which in Mexico is perceived as the color of death. Obviously, the contract between the 2 companies didn't led to a good result.

The examples are multiple, some of them make us even laugh. They can touch all spheres of our life, from a friendship to science. All this troubles are true, and the role of mediator is placed there to allow communication and avoid such types of misunderstandings. Comparing different perceptions of the world can become an unpleasant experience, especially if the analysis of the cultural traits of our own social group leads to the discovery of certain areas that we would rather deem non-existent. Every time we translate we make "a cross-cultural comparison through a linguistic filter" and compare "languages, cultures and societies."

Mediating role of the interpreter

Thus, translation unifies two different language speech acts in one communicative situation. It can be defined as a special type of communication intended to convey information between the participants speaking two different languages. As E. Nida and C. Taber put it, "translating consists of reproducing in the receptor language the closest natural equivalent of the source-language meaning and secondly in terms of style." On the face of it, the task in translation is to rework a text written in one language into another to make available to a new audience something they would not otherwise be able to access. This means that a translator is involved in communicating meanings that have been constructed in one language — with its accompanying cultural contexts, for readers who share the language and participate in some way in that culture — to an audience that does not share that language and culture. Hence, translation cannot entail simply reproducing the meanings of one text in another language; rather, after constructing a reading of the text and its intention, the translator must rearticulate meanings for new audiences. Through the medium — and mediation — of the translator's voice multiple linguistic and cultural framings are brought into relation so that meanings may be communicated across linguistic and cultural boundaries. Once we look at translation as an intercultural activity, our next logical step should be to reflect on the translator's role within this approach. The contributions that imply a conception of the translator as an intercultural expert or mediator are many.

The translation process may be considered as a communicative act, and they define the figure of the translator as "a decoder of the source language as well as an encoder of the target language," and at the same time "a receptor of the message in the source culture as well as a source of the message in the target culture."

Conclusion

I have presented different ideas related to the relationship between culture and translation and to the conception of the translator as an intercultural mediator or expert. Among these ideas, it is possible to highlight the following:

• The double role of the translator as a decoder/encoder and as a receptor/sender

• The translator as an expert in intercultural communication who performs his or her job in an internationalized world

• The role of the translator not only as a mediator between languages but also between cultures

• The translator's bilingual ability and bicultural vision

• The translator's control of the different sociocultural aspects that surround not only the source language but also the target language

• The translator's responsibility in the acceptance or rejection of a translated product by the target culture

• The possible consideration of the translator as an ethnographer, in the sense that he or she must interpret accurately not only semantic information, but also inherent cultural codes

• The social role of the translation activities

All these ideas, and others, contribute to a full understanding of the way in which the concept of the translator's role has evolved and of the cultural turn that started to affect the field of Translation Studies mainly from the 1980s onwards.

Frequently translation is understood as a mean of linguistic mediation, through which cultural communication is enabled. Kommisarov points out that the translator could interpret the original idea in many different ways: in the easiest case, the translator just interprets a part of original idea in target language, making a phrase of full sense. In the worst case, commonly in synchronic or oral translations, the interpreter remember just the main idea of the original text, afterwards he/she tries to elaborate the idea in the target language, with own words and own background culture. For this reason, it is very important for a translator to have a multicultural degree.

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УДК 811

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ИРОНИЯ КАК СРЕДСТВО УСТАНОВЛЕНИЯ МЕЖНАЦИОНАЛЬНЫХ ДЕЛОВЫХ КОНТАКТОВ (НА ПРИМЕРЕ АМЕРИКАНЦЕВ И БРИТАНЦЕВ)

В статье анализируются ирония и юмор, а также их восприятие в зависимости от культуры и национальности. Автор рассматривает иронию как средство для

налаживания межкультурных взаимосвязей, раскрывает особенности и перспективы использования данного средства.

Ключевые слова: ирония, юмор, деловое общение, межкультурные коммуникации.

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IRONY AS THE MEANS OF BUSINESS INTERCULTURAL CONTACT ESTABLISHING (ON THE EXAMPLE OF BRITISH AND AMERICAN PEOPLE)

The article deals with the irony and humor, as well as their perception depending on the culture and nationality. The author considers irony as a means for establishing cross-cultural relationships and reveals all the threats and prospects of its use.

Keywords: irony, humor, business communication, intercultural communication.

Introduction

Pronunciation and spelling of some words are not the only difference between the American and British languages. There are also lots of cultural and historical differences.

Since ancient times British people cultivated in themselves the sense of humor, which was considered as one of the signs of good manners. However, self-irony and the ability to laugh at others being quite natural for the representatives of British people could cause confusion and misunderstanding for other nationalities. They lose this slight connection and synergy of irony and consequently become the victims of the joke or pun.

Main part

Humor is a phenomenon, which is influenced by culture. It can be difficult to determine what aspects define a certain sense of humor. A nation's wit is linked to the historical development of the country. How funny somebody finds a certain incident depends on many factors including age, personal experience, level of education and geographical location. Therefore, humor is something which is not always transferrable in another country. What somebody from one area finds hilarious may not be amusing at all to somebody from another location. Whether or not someone gets a joke is determined by their interpretation, filtered by the cultural context.

If both countries speak two different variants of one and the same language they are able not to share the same sense of humor. The British and the Americans speak English, but they just don't share the same values when it comes to laughing. Humor is just not transferrable from one country to another.

It is often argued that one of the most common differences between the British and American sense of humor is that Americans don't understand irony or they use it much rarer. Basically speaking, they don't use it in daily conversations as British people. When Americans use irony they tend to state that they were "only kidding". They feel the need to make a joke more obvious than Brits do, maybe this stems from a fear of offending people.

The American sense of humor is generally more slapstick than that in Britain. I think this arises from a cultural difference between the two. Their jokes are more obvious and forward, a bit like Americans themselves. British jokes, on the other hand, tend to be more subtle but with a dark or sarcastic undertone. There is usually a hidden meaning. This may stem from the fact that British culture is more reserved than American culture.

Business discourse refers to the so-called institutional type, which is understood as a "special clichéd kind of communication between people who may not know each other, but have to communicate in accordance with the norms of the society" (Karasik, 2004). Participants of business communication often act as representatives of certain Legal Entities and have clearly identifiable social statuses. As a rule, they have their place in the hierarchy and the personal origin is levelled in their speech that is also determined by other typical features of business communication – the degree of officiality. Generally we are talking about official business communication that takes place during negotiations, presentations, meetings, business correspondence, and semi-official communication, which are characterized by a combination of status-role and personal relationships with predominance of the first one. The semi-official business communication is traditionally characterized by less regulated and ritual communication, by lower frequency of the usage of professional vocabulary and stereotyped expressions. Speech with humour and irony is often used in such communication (Khramchenko, 2010).

The above mentioned features of the business English discourse impose significant restrictions on the use of verbal arsenal directed on modifying the communicative situation and having a pragmatic impact on partner.

In recent years, the so-called "black rhetoric" has become very popular in business community. The essence of it is to manipulate directly by all rhetorical techniques and means. It is used to direct a business conversation into more desirable, constructive way, to bring opponent or audience to the desired conclusion or result, to eliminate contradictions and turn negative thinking and behavior of the interlocutors to a positive one, removing "traps" placed by other participants of business discourse. "Black rhetoric – is a miraculous art of words managing with use of entire kaleidoscope of language features and capabilities of a speaker" (Bredemaier, 2006). It should be noted that a definition "black" in this case has a conditional character since it does not necessarily involve the manipulation of the partner, and probably K. Bredemaier used it to emphasize a speaker's desire to somehow disguise – "black out" – premeditation of speech influence on a partner.

Indeed, a consistent use of a whole complex of means and tools that are available in the field of language of this discourse type contributes to a successful achievement of the communicative purpose. However, as noted above, a conventional nature of communication in a framework of business English discourse, a high degree of standardization, correctness and balance lead to the fact that communicants have to operate within a limited range of verbal means aimed at influencing partner in solving various professional problems. Therefore, the successful development of business relations depends on the ability to plan a functional perspective of speech by combining a variety of rhetorical techniques and building them in an optimal sequence, paying special attention to the relation of different types of functional connections between the statements.

Linguistic justification for "black rhetoric" can be given from the standpoint of functional and pragmatic approaches and can explain the mechanisms of functioning of the rhetorical figure of irony in English business communication.

Irony as a feature of national mentality and attribute of postmodernism gets into a variety of English discourse, including business. Ignorance of the typical English manners of combining an external courtesy and veiled by various linguistic means ironical attitude can lead to serious problems in business, and, perhaps, to break existing relationships. Thus, the study of irony as a rhetorical figure of business communication plays an important role in improving the efficiency of the discourse.

Since irony in speech is a quite serious "weapon" it can have a destructive impact on communication. That is why it should be used very carefully as it is connected with a moral aspect of interpersonal communication. In rhetoric, there is a number of restrictions on irony that are aimed at making speech interaction more humane and related to ethical issues. So E.N. Zaretsky identifies the following conditions under which this figure of speech can have negative effects.

Ironic speech is absolutely inappropriate if an interlocutor has no sense of humor, as well as in cases when a communicant is in a dejected, depressed mental state or insufficiently familiar with a subject of irony. The very communicative situation may indicate an inappropriate use of irony. It is not allowed in rhetoric to use irony in cases that are connected with high emotionality, for example, a variety of activities and events that have a ritual character (wedding, funeral, and many others). It is prohibited to choose an object of irony in the presence of a third party, from which the first one depends on psychologically, emotionally or socially. It is strongly recommended not to speak ironically about person’s drawbacks or about something that it is very important to him (Zaretskaya, 1998). Keep in mind that these restrictions are valid for both household and business communication. It is hard to imagine that verbalization of ironic attitude in business conversation toward subordinate in front of his direct superior or partner’s image of the company, will lead to the harmonization and optimization of business cooperation. However, irony is actively used in different genres of both oral and written business English discourse that demonstrates the potential of its positive impact on communication.

The founder of "black rhetoric" K. Bredemaier highly appreciated the value of irony as a rhetorical figure of business communication, comparing it with the "Trojan horse of verbal acrobatics" (Bredemaier, 2006). Fine irony, which is used properly and adequately perceived by all communicants, can often cause joint laughter and is able to create and deepen relationships, to establish an emotional connection between the interlocutors. That is why sometimes it is useful to go beyond dry, strict business communication (Bredemaier, 2006). In addition, an ability to laugh demonstrates emancipation and speaker’s confidence in his own abilities that also gives a certain weight in situations of business communication. Besides, humor and irony contribute to diversion from the topic and to stress relief.

Irony can be used in a speech of business people as a sign of friendship, emotional mood to cooperation and readiness for joint problem solving.

While explaining scientific and economic concept of "transfer cost" speaker uses original and unscientific analogy that gives the explanation some irony and facilitate the perception of specific professional term, which itself sounds really strange.

Thus, the use of irony in the business communication harmonizes communication and helps to create benevolent atmosphere and a positive attitude for a business interaction.

Another example of irony as a way of reality perception in oral business communication is presented by the statement made by Ben Bernanke – the Chairman of the Federal Reserve's Board of Directors, about the immense popularity and wide spreading of the ideas of well-known macroeconomist John Taylor:

With our appetites whetted by the Taylor rule, the [Taylor] principle, and the [Taylor] curve, we now look forward to the Taylor dictum, the Taylor hyperbola, and maybe even the Taylor conundrum (Loungani P. The Quest For Rules// Finance & Development. – March 2008. – Vol. 45. - № 1).

Ironic effect is achieved by a judicious combination of hyperbole and repetition. Obviously exaggerated expressions «are with our appetites whetted» and «we now look forward to», indicate not the rapid interest to Taylor's discoveries but the satiety of them. This is proved by four-time nominated name of the scientist in a small volume of utterance. Bernanke uses lexeme «dictum» and «hyperbola», to emphasize the fertility and diversity of Taylor's scientific potential. Discursive element «conundrum» completes a number of possible inventions, which goes into dissonance with the previous listings and most likely directly related to the description of scientist's personality. In response to the functional fluctuations pragma-semantic system activates internal processes of self-organization, resulting in an attraction of additional component of carelessness, friendly "banter" from the external environment (consciousness communicants).

Conclusion

Analysis of the collected factual material indicates that the complexity of the internal mechanism of irony depends on preparedness of speech and initial conditions of the system of meanings. During spontaneous communion there are fewer elements of pragma-semantic system that participate in the creation of ironic pragmatic effect. The more speech is elaborated, the more varied linguistic resources are used to achieve the communicative aim and higher the degree of influence on pragmatic discourse participants. That is why it seems to be necessary to review features of irony functioning in written business communication.

Irony often may be used in business English discourse because of certain personal (psychological) characteristics and speech manners of the subject. In such cases the speaker does not take into account the appropriateness of a particular irony in the situation of communication, and a specific function of a statement is connected to the subconscious desire to win over the interlocutor and, perhaps, in order to hide from him some facts related to the joint business.

A rhetorical figure of irony is quite widely used in different genres of oral and written business English discourse. That can be explained by the penetration of the mental attitudes of post-modernism, the peculiarities of the British national mentality, the specifics of the English language and the individual characteristics of communicative style of an ironic subject.

The effectiveness of irony in business discourse depends on abilities and skills of communicants to recognize formed speaking / writing background of the text and to capture important elements of semantic system, that creates an ironic pragmatic effect. In an opposite case, a violation of an adequate information exchange between the system of discourse and consciousness of communicants, as one of the subsystems of the environment, leads to a leveling of ironic statement. As a result, the recipient drops out of the pragmatic effect of rhetorical reception, what threatens the success of business communication. Thus, irony is an anthropic phenomenon, largely caused by personal data of communicants and the state of conceptual systems that are formed for each of the sides by vertical context.

Often an ironic statement violates established rigid rules of verbal behavior, since they are usually directed against the interlocutor and the organization he represents. It blocks an adequate exchange between discursive system and communicative situation as a subsystem of the environment and contributes to the deviation of the pragma-semantic field of business discourse from the equilibrium state.

It is able to have a significant positive impact on a process of oral verbal communication. Fluctuations caused by it plays a constructive role and lead to a creation of new, emergent functional properties of business discourse and as a result outputs pragma-semantic system to a new level of order. As a rhetorical reception irony has a significant pragmatic potential.

Depending on extra-linguistic conditions of a particular genre of business discourse irony can be used for the establishment of relationships with different degree of efficiency. It helps to make communication less official, to lighten the mood, to protect from communicators' criticism and attacks, as well as to discredit opponents and reduce their credibility in eyes of others, to express their negative attitude to the subject of the speech in a more or less hidden, veiled form. It allows staying within business etiquette and observing necessary rules of decency, which are important in this type of discourse. Finally, irony actively contributes to successful promotion of the system of meanings to more ordered form – to functional attractor, that is the main goal of all business communication.

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К ВОПРОСУ О ПЛАНИРОВАНИИ ФУНКЦИОНАЛЬНОГО ПРОСТРАНСТВА АНГЛИЙСКОГО ДЕЛОВОГО ДИСКУРСА: ЛИНГВОСИНЕРГЕТИЧЕСКИЙ ПОДХОД

Статья посвящена проблеме лингвосинергетического анализа коммуникативных стратегий и их роли в прагмасмысловой эволюции функционального пространства английского делового дискурса. Автор излагает особенности лингвосинергетической концепции планирования функциональной перспективы англоязычного бизнес-общения с учетом специфики внешней среды делового дискурса, целевых установок коммуникантов, режима взаимодействия между субъектами речи. Функционально-синергетическая трактовка коммуникативных стратегий и тактик позволяет по-новому взглянуть на динамичный процесс формирования английского делового дискурса. Теоретический материал в статье подкреплен подробным функционально-синергетическим анализом иллюстративного материала.

Ключевые слова: коммуникативные стратегии, коммуникативные тактики, лингвосинергетика, деловой дискурс, прагматика, функциональная лингвистика

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PLANNING THE FUNCTIONAL FIELD OF BUSINESS ENGLISH DISCOURSE: LINGUOSYNERGETIC APPROACH

This article is devoted to functional-synergetic analysis of the choice of communicative strategies in the process of pragma-semantic evolution of Business English discourse functional field. The author suggests an original linguosynergetic conception describing the discursive mechanism of planning the functional perspective of Business English communication which considers tendencies of the discourse external environment, a variety of speakers' goals, a specific way of interaction among the interlocutors. Functional-synergetic understanding of communicative strategies and tactical means gives an opportunity to study the dynamic process of Business English discourse development in a brand-new way. The ideas, presented in the article, are backed with detailed functional-synergetic analysis of empirical material.

Key words: communicative strategies, communicative tactics, linguosynergetics, Business discourse, pragmatics, functional linguistics

Introduction

Functional linguistics traditionally puts focus on the problems of strategic planning of Business English discourse and tactical means used by interlocutors to achieve their goals. This can be explained by the desire to research specific rhetorical effect of various communicative patterns as well as by absence of unified terminology and necessity to further investigate the essence of this issue considering and, if possible, reinterpreting all the data collected by linguists in order to create a "holistic" image of dynamic functional field which could represent cooperative interaction of pragma-semantic components bringing about the communicative intention (Berger, 1996; Halliday, Fawcett, 1987; Newmeyer, 1991). Functional linguosynergetics gives an opportunity to fulfill the above mentioned task. Being a branch of functional linguistics, it deals with the functional properties and self-optimizing processes of verbal speech in modern English discourse. The goal of this article is to demonstrate a brand-new way of approaching communicative strategies and tactics with the help of synergetic methodology.

Methodology

According to functional linguosynergetics, semantic and pragmatic fields of English discourse can be regarded as a complex open nonlinear non-equilibrium system which interacts with the external environment (interlocutors' mind and current communicative situation), is capable of self-optimization while alternating between stages of chaos and order and progresses towards the functional attractor (the most ordered system area), i.e. communicative purpose. Self-optimization means that new functional-semantic properties are generated according to the principle, formulated by L.V. Shcherba in his book "The Language System And Speech": the meaning of the whole communicative block doesn't coincide with the mere 'sum' of meanings of all its components (Shcherba, 2004). Though L.V. Shcherba never used the terminology of synergetics, his ideas help to understand the phenomenon of functional self-regulation of speech. Self-optimization is based on nonlinearity, defined as a result of all impacts on a system which isn't equal to the sum of results of individual impacts. Thus, we can describe this effect with the help of a formula "two plus two makes five".

Functional-linguosynergetic theory has been developed in the works by E.V. Ponomarenko to find out verbal means of complex impact on human mind and feelings during communication and to represent the dynamics of a discourse functional perspective as a transparent process of system elements cooperation in an attempt to attain the communicative purpose (Ponomarenko, 2010).

Functional-Synergetic Analysis of Communicative Strategies

Before the beginning of any speech act, the Business English discourse semantic system already has several possible alternative ways of future development. Each of them leads either to a functional attractor or the system collapse. The interlocutors plan both the outcome of communication and the scope of measures to be taken to achieve their objectives and secure the trajectory of pragma-semantic evolution through actualizing available tactical means. Depending on the relevant factors of the external environment (e.g. extralinguistic circumstances and other participants' intentions), the chosen tactics can generate/ reorganize the semantic field.

Therefore, from the point of view of functional linguosynergetics communicative strategies are trajectories or vectors of potential discursive pragma-semantic system development on the way to a certain preplanned functional attractor. Having in mind the communicative purpose, the speaker forms a sequence of discursive elements, taking their functional properties into consideration, and thus influences the recipient's pragmatic field. Such an impact has a complex nature due to the creation of multilevel synergetic system of structural-semantic ties of the discourse. The area of the system which attracts functional elements (i.e. the attractor) can be represented by specific components serving as "material" embodiment of the communicative purpose in case of a verbalized attractor, e.g. the following situation from "The Business" by Iain Banks:

Dessous studied the end of his cigar. "How proud are you to be part of the Business, Telman?"

"I'm proud. I don't know of any internationally accepted scientific unit of measurement of pride."

"You put our collective good above your own interest?"

I tried my coffee again. Still too hot. "Are you asking me to surrender some of my stock options, Jeb?"

He chuckled. "Nope, I'm just trying to find out what the Business means to you." (Banks, 2006)

In other cases system elements, which are moved in the same direction, cooperate, activating interaction between the semantic system and the external environment. In the process of discourse perception the recipient's mind is provoked to generate ideas that the speaker may need. So the functional attractor stays unverbalized, e.g. the extract from a telephone conversation between Alvin Seagram, the CEO of National Union, and Kate Blackwell, one of the most powerful women in the world who owns an international corporate giant called Kruger-Brent:

"Yes, there is five-million-dollar trust fund in Eve Blackwell's name. Your bank is perfectly free to advance any amount of money you wish against it. However, I think it only fair to caution you that Kate Blackwell would consider it an unfriendly act."

There was no need for Brad Rogers to spell out what the consequences could be. Kruger-Brent had powerful friends everywhere. And if those friends started pulling money out of National Union, Alvin Seagram did not have to guess what it would do to his career (Sheldon, 2005).

Functional-synergetic analysis helps "visualize" how the strategic plan is being carried out as the discourse gradually progresses in the process of pragma-semantic field evolution. For example, in the "Case Study" section of the famous business language course book "Market Leader Upper" one can find the following dialogue between Claudia Northcott, who works in a company called Crawford, and the managing director Carl Jansen:

KJ: Well, Claudia, thank you very much for coming to see me. Erm, what exactly is the problem in the general office?

CN: Well, it's a bit difficult to say, to explain, but one of the problems, the main problem seems to be that Derek is, we think, *I'm speaking on behalf of the part-timers…*

KJ: Uh huh.

CN: Well, we think Derek is giving too many hours to Petra.

KJ: I see.

CN: And well, this makes the rest of the part-timers feel, well between irritated and angry, really.

KJ: Right.

CN: And it's now become very obvious, I have to say.

KJ: And is it affecting the work of the department, would you say?

CN: Oh, I don't know about that, but it does mean that, er, if she has so many hours, one wonders how well she can do the work on a part-time basis, but also it means that there are one or two of us who would quite like the extra hours, and don't get a chance, or haven't been given a chance.

KJ: Er, well that's obviously unfair.

CN: Although it's work we could do equally well, we are sure, it's nothing personal, nothing against either Derek or Petra, but we would like a bit more openness, a bit more transparency about what's going on.

KJ: Right. So this is obviously a situation that we'll have to deal with (Cotton, Falvey, Kent, 2006).

Claudia sets a meeting with the manager to discuss a very delicate topic of her boss Derek's lack of professionalism. There is no competition between the interlocutors' semantic subsystems as the participants belong to different levels of the company's hierarchy.

Carl's communicative purpose is to hear out his employee, let the woman tell her side of the story, making a decision only after thorough analysis of all the viewpoints. When talking to Claudia Carl uses simple unextended sentences with words that prove his attention to what she says (*Uh huh, I see, well, Right*) and allow the discursive subsystem to develop towards Claudia's functional attractor. As a result, emerging system fluctuations are minimized, and the discourse continues its evolution along the planned trajectory which helps sustain productive vertical business communication without any conflicts.

Claudia's strategy presupposes achievement of several objectives: informing Jansen about the negative situation in the office; depersonalizing the complaint and stressing the fact that she represents all the staff members; enriching the discourse with pragmatic components that show objectivity of the claim. Northcott's nervousness and awkwardness at the initial stage of semantic field development obstruct the interaction between her subsystem and the external environment (Claudia's mind). This is manifested in the incomplete character of Claudia's first utterance, double nomination of such elements as *problem* and *we think*, filled pauses of hesitation (*but it does mean that, er, if she has so many hours*). The woman avoids direct answer to Carl's question about negative consequences Derek's behaviour may have (*Oh, I don't know about that*) as she prefers to let Carl come to his own conclusions and not to enunciate her personal critical opinion. Implanting elements *we think, I'm speaking on behalf of the part-timers, makes the rest of the part-timers feel, one wonders, we are sure* to the system gives Claudia a chance to keep away from the charges highlighting her role as that of a spokesperson for the staff. Introduction of the phrase *nothing personal, nothing against either Derek or Petra* in the last utterance is aimed at persuading Carl to believe that Northcott is sincere and doesn't have a hidden agenda. A set of simple tactical means helps Claudia create an impact on the manager's pragma-semantic subsystem, persuading him to support her point of view and admit the seriousness of the problem in the central office (*well that's obviously unfair, this is obviously a situation that we'll have to deal with*).

The evolution of the Business English discourse extract under analysis comes to an end when the most convenient mode of functioning is achieved, i.e. the system is driven to the verbalized functional attractor, perceived fully by Carl Jansen. Thanks to the synergetic nature of Business English communication, operating tactical language means of executing strategic plans secures the direction of functional elements movement and contributes to the formation of the pragma-semantic field which modifies the external environment of the discourse, i.e. influences the recipient's decision-making.

Results of the Analysis

Functional-synergetic analysis of different genres of both oral and written Business English communication makes it possible to model the main steps of strategic speech act planning. The scheme of the development of Business English discourse functional field from the viewpoints of linguosynergetics and communicative strategies consists of the following stages:

1. The formation of the interlocutors' awareness about the final result of the system's semantic evolution, i.e. the functional attractor

Before the communication itself, the participants, who perform specific status-related roles, know exactly what objectives they need to achieve (Malyuga, 2008; Malyuga, 2010). At this stage each of the people formulates the goals and realizes what the most appropriate outcome of the conversation is. The basis for the creation of discursive subsystems is built under the influence of the external environment (the speakers' mind and communicative situation), and the direction for the movement of the functional elements is formed.

2. The forecast of other participants' motivation, purposes and goals

It is one of the most important stages of pragma-semantic field development. The system is getting structured and the sequence of its components is about to be programmed.

3. The search for the crossing area between multiple potential system attractors and the preplanned ideal attractor

Having analyzed the motivation and objectives of other members of the future conversation, the participants try to find the common ground between their goals and those of their counterparts. The choice of a verbal behaviour pattern is defined by the tendencies of the external environment, genre conventions and regulations, e.g. H.P. Grice's rules.

4. The choice of the discursive subsystems co-functioning mode as an aftermath of interaction with the external environment (the participants' mind)

At this stage each of the interlocutors has to decide which of the possible two ways he/ she should choose: "win-win" mode or "win-lose" mode of pragma-semantic field formation. This choice shows whether the participants will do their best to harmonize the discourse and be ready to make a compromise for the sake of their partners' interests (then the chances to obtain the ideal attractor are low, though the possibility of successful communication is high) or they will opt to uphold their views, resisting other participants' attempts to reassure them. In the latter case competing pragma-semantic subsystems are formed. These subsystems will later try to secure their own trajectories of discourse evolution, leading to the ideal functional attractor planned at stage 1.

5. The interaction between pragma-semantic subsystems (at this stage interlocutors use tactical means to pursue their strategies)

When all the parameters of system evolution are set and definite communicative strategies are chosen it's time to form the multilevel synergetic system of structural-semantic ties of Business English discourse and structure/ restructure its functional perspective with the subsystems either competing or cooperating. Nonlinearity of the discursive system and the existence of many ways of potential system development mean that the participants have to thoroughly select relevant tactical means, i.e. effective rhetorical means which can modify the semantic field and secure the most appropriate trajectory of functional element movement towards the targeted attractor.

Tactical means set pragma-semantic system elements to motion and ensure dynamic alternation of chaos and order necessary for the balanced discourse evolution. Tactics also actively integrates separate pragma-semantic elements into one functional-synergetic whole, initiating their joint cooperation to keep the system "alive". Thus, the selection of tactical verbal means and their introduction to the discourse allows the speaker to control and manage the process of communication, manipulate other people, artificially creating circumstances for the system to make an impact on the external environment such as the listener's mind by activating, blocking and sometimes modifying this person's cognitive concepts and frames.

6. The outcome of the system development

At this final stage of functional field evolution there are several possible scenarios that summarize the results of business communication and show how effective the chosen tactical means were:

a) the subsystems get as close to each other as possible and occupy the area of mutually beneficial functional attractor (for the "win-win" mode);

b) the achievement of a certain functional attractor as a result of one subsystem's domination over the others (for the "win-lose" mode);

c) the failure to achieve a functional attractor and the collapse of the Business English discourse pragma-semantic system.

Hence, functional-synergetic analysis of the discourse gives an opportunity to see strategic planning of Business English functional perspective from a new angle and justifies the necessity to further investigate the problem.

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ЛИНГВИСТИЧЕСКИЕ ОСОБЕННОСТИ АНГЛОГОВОРЯЩИХ И РУССКОГОВОРЯЩИХ ПОЛЬЗОВАТЕЛЕЙ МИКРОБЛОГА «ТВИТТЕР»

Данная работа посвящена изучению особенностей коммуникативного процесса в виртуальном пространстве. Предмет – общие и специфические закономерности речевого поведения. Задачи: описать, проанализировать и охарактеризовать особенности коммуникации. Методы исследования: структурный анализ, сопоставление, обобщение, наблюдение. Новизна - одно из первых исследований, посвященных сопоставительному изучению речевого поведения англо- и русскоязычных пользователей микроблога Твиттер.

Ключевые слова: Интернет блог, микроблог, Интернет жанр, Интернет-коммуникация, язык.

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LINGUISTIC FEATURES OF ENGLISH AND RUSSIAN SPEAKING USERS OF MICROBLOG "TWITTER"

This article examines the characteristics of the communication process in the virtual space. Subject - general and specific

regularities of verbal behavior. Tasks: to describe, to analyze and to characterize the features of communication. Methods: structural analysis, comparison, generalization, observation. Newness - one of the first studies on the comparative study of verbal behavior English and Russian users of microblog Twitter.

Key words: Interment blog, microblog, Internet genre, Internet communication, language

Introduction

Nowadays information plays a big role in people’s lives. The process of informatization affects more and more areas of social existence. An important demonstration of this process was the emergence of the global Internet that caused the transfer of a large part of communication, business and personal data to a virtual environment. Internet communication is an integral part of modern life.

Theoretical background

Among the researchers of virtual communication, there is no common opinion on the classification of computer communication genres, as well as speech genre signs of virtual communication.

Internet blog as an Internet communication genre has become widespread recently. Y.A. Bardashevich in his work "Genre features of an Internet blog" says that a blog is a particular monologue discourse of a virtual communicant. It consists of chronologically arranged texts often focusing on the statement of a personal opinion on both personal and social events (Bardashevich, 2011). A microblog is a kind of an online blog.

Let us consider the meaning of microblogging. N.A. Ahrenova in the article "Linguistics and Literature. Linguistic features of microblogging" defines a microblog as a form of blogging that enables users to write short notes arranged in a reverse chronological order, and to publish them; each message can be viewed and commented on by a registered user in a chat mode. These messages can be transmitted in various ways, including text messages, instant messages, e-mail (Ahrenova, 2011: 119).

Online Dictionaries give a similar definition of microblogging: microblogging and microblog is a kind of blogging (blog) that lets users publish short text updates. Bloggers can usually use a number of service for the updates including instant messaging and e-mail (http://www.webopedia.com/TERM/M/microblog.html).

The following microblogging types are:

- American microblog – Twitter, Jaiku, Tumblr, Pownce;
- Chinese microblog – Sina Weibo;
- Norwegian microblog – Folkstr;

Popular social Networks Facebook, MySpace, ВКонтакте also have a microblog function – the so-called “Status update” and “Status” (ВКонтакте). In Yandex blogs, the microblog function is called “Change your mind”.

Let us consider the functions of an Internet microblog and take microblog Twitter as an example. E.I. Goroshko in her article "Tweeting" genre 2.0 Twitter or what's new in the virtual genres" identifies the following features of Internet-microblogs:

- function of establishing new social contacts and communication;
- consolidating function (creating virtual groups and communities);
- presentation function (promotion of self-image, as well as other personal web resources (blog, personal blog, home page, etc);
- socialization function (communicating with other users of the resource, as well as creating social networks and virtual communities);
- information function (receiving information and tracking certain actions of users ("being aware" of what is going on in their lives, as well as sharing their own news, thoughts, ideas);
- economic function ("earning" a specific capital in the tweet-blog, conducting marketing and PR-campaigns using Twitter);

- political function (active use of the service during election campaigns, as well as conducting a virtual policy).
- entertaining function;
- psychotherapeutic function (the process of record keeping helps to "express emotions", "calm the nerves") (Goroshko 2011 : 11).

Using Twitter as an example, let us consider the structure of communication in Internet microblogs. The basic unit of communication in Twitter is a message, it is also called a tweet. The length of a twit is limited to 140 characters, regardless of what one uses – a computer or a mobile phone. The messaging process includes the following steps: 1) a blogger leaves a message; 2) the message is read by other users (followers) of the resource; 3) the message is commented by followers; 4) The author of the message responds to comments. In other words, microblog communication is characterized by a step mode.

Noting that a message may contain no more than 140 characters, N.A. Ahrenova states that communication consists of simple, elliptical (mostly exclamatory) sentences. This makes communication dynamic and gives a sense of a real conversation (Ahrenova, 2011: 119).

Practical research

In this article we will try to compare the specificity of English and Russian blogs. We used the following criteria for our comparison:

- phonetic and graphic tools;
- morphological tools;
- syntactic tools.

Let us examine the English Twitter microblog using the above mentioned criteria.

I. Phonetic and graphic tools.

The phonetic and graphic level involves graphic recording of pronunciation and intonation features, as well as the use of graphic symbols used to transmit emotions. Let us consider the following cases:

a) Multiple spelling and punctuation.

- *«party time!!!!!! Woooohoooo» (@henrylau89)*;
- *«wasted all the money.....great.....» (@Lucifer1702)*.

b) Transference of emotions using emoticons - combinations of different keyboard symbols represent different kinds of a person's emotional state:

- *hehehe :)» (@OfficialHeebum);*
- *«@OfficialHeebum O_o XDDDDDDD» (@Lucifer1702).*

c) The use of interjections by which bloggers express their positive, negative, skeptical, and other emotions.

- *«@officialbada owwhh it'ss 01.40AM KST hereeee><» (@OfficialKoma)*;
- *«aaah~ I missed you Sen *kiss and hug*» (@Lucifer1702).*

II. Morphological tools.

Since Twitter is a predominantly written genre, no significant differences in the use of parts of speech, case, gender, number and articles have been found on Twitter.

- *«Thank you for showing your support! I'm not exhausted anymore!» (@siwon407)*;
- *«Good friends make life so damn amazing...» (@iansomerhalder)*.

III. Syntactic tools.

The basic unit at the syntactic level is a sentence. There are complete and incomplete sentences in the messages:

- *«@officialsen101 I even don't know how to help you, I should say only one thing: don't be sad» (@Lucifer1702);*
- *«reading book and take rest. just chillin» (@siwon407)*.

Onwards, let us examine the Russian Twitter microblog.

I. Phonetic and graphic tools.

a) Multiple spelling and punctuation.

- *«скукотееень.....» (@Lucifer1702), (Bored)*;

- *@Vel_VA Ваааааааааалюнчик привет!!!!!!!! Как дела???? (@Lucifer1702), (Valya, hi. How are you?).*

б) Transference of emotions using emoticons.

- *«Унылый вечер с уроками =_=»* (@Lucifer1702*), (A dull evening with homework);*
- *«@Vel_VA ух ты е-мое XD» (@Lucifer1702), (Russian lacuna, that can be translated as "Wow").*

в) The use of interjections.

- *«aaax...хочу поехать в Корею!» (@Lucifer1702), (Ah, I want to go to Korea)*;
- *«о господи как это шикарно спустя 3 недели танцевать!!!!!!!!!!» (@Lucifer1702), (Oh my God, it is so great to dance after 3 weeks).*

II. Morphological tools.

As the English and Russian Twitter is mainly a written genre, significant differences in the use of parts of speech, case, gender, number have not been found.

- *«@_Red_Wolf_ Тоже красиво..обожаю ночной питер!! Я была там 2 раза, незабываемые впечатления!!!!!! столько фоток сделала!» (@Lucifer1702), (Also beautiful. I adore night Saint Petersburg. I've been there twice, unforgettable impressions)*;
- *«@_Red_Wolf_ я в частном доме живу и поэтому такие виды, у меня из окна - восход, с балкона – закат» (@Lucifer1702), (I live in a private house, so one can see a sunrise from the window of my bedroom and see a sunset from the balcony).*

III. Syntactic tools.

One can see complete and incomplete sentences in Russian messages.

- *«Вау, второе место в рейтинге! Да мы безумно круты! Чего все депрессируют?!» (@SweetSweetNori), (Wow, second place in the rating. We are madly cool. Why is everybody upset?);*

- *); «@Lucifer1702 В первые увидела клип что ли?)) хах даа моя первая песня K-pop))» (@_Red_Wolf_), (Did you see the music video for the first time? Hah yeah, my first K-pop song).*

Let us identify the common features characteristic of the Russian and English Twitter.

1. The tendency to transfer the written form of communication to the oral one (Malyuga, 2014);
2. The tendency to increase the speed of writing. Cases of truncation, all sorts of abbreviation, borrowing and syntactically uncomplicated sentences are proof of this fact;
3. The presence of a huge number of punctuation marks and emoticons, denoting different emotional states of a person;
4. Syntax of the language is ignored.

Nevertheless, the following significant differences in the language of the English and Russian messages on Twitter have been identified:

1. The tendency of English-speaking users to use abbreviations;
2. The tendency of Russian-speaking users to use jargon and slang units.

Conclusion

Thus, having identified the common and different features characteristic of Russian and English Twitter, we can say that the stylistic means of the language form in microblogging are nearly identical, except some differences.

Thus, we have compared the English and Russian stylistic means of the language form of the English and Russian microblog "Twitter" using the above-mentioned criteria. Therefore, we have analyzed the tweets of English and Russian bloggers. According to the analysis of bloggers' messages, we conclude that both English speaking and Russian-speaking representatives are equally inclined to use expressive speech. The emotional component of both representatives, demonstrating itself in spoken communication in the form of exclamations, interjections, etc., is identical. In addition, microblog representatives of both groups are equally inclined to ignore syntax, avoiding complex syntactic constructions. At the same time, we have found out that English-speaking users are more prone to use abbreviations, and Russian-speaking users are more inclined to use jargon and slang units.

Thus, now there is an active development of the virtual space of microblog "Twitter". Therefore, further studies are needed that can track trends in the development of the language of interpersonal communication in the Russian-speaking and English-speaking segment of the Internet and research the ability of language to go beyond an Internet network and affect everyday verbal communication of Russian speakers.

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