XVI International Student Research Conference
@ Narva College
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ABSTRACT BOOK
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Welcome to Narva XVI International Student Research Conference

We are happy to welcome you in Narva College’s for traditional student conference already for the sixteenth time!

Once again, 40 bachelor’s and master’s students gather in the border town Narva to present and discuss their new research projects with fellow young scholars. During the years, students from Estonia to Vietnam have taken part in our conference. This year the conference brings together the participants from Estonia, Russia, Georgia, Moldova, Hungary, Ukraine, the U.S., and Singapore.

Traditionally, the thematic fields of the conference sections follow the curricula of Narva College to enable synergy between the conference and the studies of local students.

We hope the conference provides you with platform for reflecting on your current research, getting feedback for your ideas and questions, and fills you with academic inspiration to further develop your research projects. And, after all, it is a student conference, where socialising is as important as to give a good presentation.

We wish you enjoy your time in Narva!

On behalf of the Organising Committee
Kirill Maslov
Inga Jaagus
Conference programme

Thursday, April 21

10:00  Opening of the conference
10:15  Plenary session 1
12:00  Lunch
13:00  Parallel section 1: Philology and Culture
       Parallel section 2: Russian Language and Culture (in Russian)
14:20  Break
14:30  Parallel section 3: Psychology and Pedagogy
       Parallel section 4: Russian Language and Culture (in Russian)
       Parallel section 5: Public Sector
18:00  Socialising

Friday, April 22

10:15  Plenary session 2
12:00  Lunch
13:00  Parallel section 6: Public Sector and Entrepreneurship
       Parallel section 7: Philology and Culture
14:20  Break
14:30  Parallel section 8: Youth
       Parallel section 9: Russian Language and Culture (in Russian)

Saturday, April 23

10:00-15:00 Cultural programme in Narva
The possibility of multiple perspectives in the history textbooks of Estonian schools

Merit Rickberg
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Estonia

My master's thesis “Multiperspectivity in History Teaching from the Perspective of Cultural Semiotics” studies the question of what kind of influence multiperspective approach in teaching history can have on the connectedness of the society.

During the last decade, multiperspective approach has been widely promoted by different institutions that are dealing with educational politics in Europe. One of the reasons is the claim that this approach can reduce tensions that arise in multicultural societies due to the collisions of different historical narratives by allowing various and often contradicting perspectives to coexist simultaneously.

Although multiperspective history teaching has been written into the curricula of most of European countries, the application of it in classrooms still causes confusion and has not yet proven its effectiveness. The vagueness of this concept, the lack of knowledge of how to really apply this approach, and the fear that giving up the national perspective on history can have a bad influence on the unity of society. These problems have led to a situation where this approach is often followed formally without actually making any essential changes.

In this presentation I will analyse the problems connected with applying multiperspective approach in history teaching in the Estonian context. More precisely I will look at the attempts to include the narrative of the Russian minority in Estonia to contemporary history schoolbooks alongside the Estonian national narrative.

Although the newer schoolbooks seem to follow the multiperspective approach in their form, the idea of the superiority of the main national narrative still prevails. Basing my study on the idea of the inherent plurality of every culture developed by Tartu-Moscow school of semiotics, I will propose possible ways to turn the formal multiperspectivity of the schoolbooks into an actual dialogue between different perspectives on Estonian and Russian history.
Teenage slang in the English teen magazines: sociolinguistic features and methods of translation into Russian language

Ekaterina Tiupova
Herzen State Pedagogical University
Russia

The relevance of this bachelor research is in the common usage of slang units in English teenage magazines. It is obvious that teen magazines use special language to obtain young readers’ attention, namely slang words and phrases. Slang is used on television, in the press, in literature, on the Internet, and in other spheres of life. The reason to use it is not only the desire to attract teenagers but because the purpose of slang is to express emotions in a better way.

The main purpose of this work is to observe the most effective way to translate teenage slang from English teen magazines, analyse the examples of slang units, and offer variants of translation into Russian language.

In accordance with that purpose, the following issues were taken under consideration: methods of translation, qualities of translators, the notion of teenage slang in modern society, structural features, and the variety of the English slang.

The practical part of the research consisted of analysis of the slang in teen magazines such as Seventeen (http://www.seventeen.com), GirlsLife (http://www.girlslife.com), and Mainlinetoday (http://www.mainlinetoday.com). After collecting the material, different ways of translating slang into Russian language were presented (for example: eng. check out – rus. зацените; eng. let it rip – rus. забей / не парься; eng. hang out – rus. зависал, etc).

In conclusion, the analysis of various sources showed that the teen slang is used very often in such mass media. Various types of translation methods were used to make the work relevant to the sphere of mass media translation. The most effective method of translation is equivalence and transcription.
A journalist’s radio-talk to an audience of children

Alena Podviazkina
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Russia

This research considers journalists’ communication behaviour variants in term of children’s audio information perception. During the research communicative qualities of speech have been identified:

1. correctness;
2. moderate information;
3. adaptability; and
4. playfulness.

1. The norms of literary language that are perceived as standard by native speakers are observed in public speech. Journalists’ words are a model on which the speech guidelines of the audience are formed. The audience is children who tend to repeat what adults say or do. Journalists must think about the correct choice of language. The speech communicative qualities are: exactness, richness, understandability, and purity.

2. It is difficult to understand a message that is full of information. Therefore, the correlation “informative – phatic speech” must be observed, while the phatic part must prevail for the reason that it is the phatic that can ingratiate a listener with a journalist. The following language devices are used: imitation of friendly communication, directly addressing the listener and asking questions, and an appeal to background knowledge (a listener joins the audience through the recognition of the precedent text).

3. In order to become closer to the audience, journalists must speak the language of the audience. However, the main stages of simplifying speech should be stressed: omitting vocabulary of limited use (special, foreign, obsolete, etc.) or the interpretation of those concepts that may be new to children, the use of simple syntax, and the creation of associative fields (memory is a reservoir of associations).

4. Even the most detailed information can be perceived by children if presented playfully. Enrichment of the sounding speech with intonation of different height and inclusion in the material of recognizable melodies, sounds, exclamations, and singles and others make a radio program attractive for small listeners.
Peculiarities of expressive means’ rendering in the English-Russian translation of political texts

Anna Ivchenko
Pskov State University
Russia

Presentations and speeches of politicians play an important role in the modern world as the future of individual countries and, in general, the political situation in the world depend on them. Therefore, highly skilled translation of politicians’ speech is particularly important. It is necessary to translate their thoughts so that it affected the listener in the way planned by the speaker, in accordance with his or her pragmatic communicative intentions.

The relevance of the topic is based on the fact that today expressive means in political texts are increasingly used. Due to this fact, there is an urgent need to pay attention to the issue of high-quality translation of expressive means. It is important to understand the purpose of the use of such means and to translate them in accordance with the original purpose in a way that it cannot be negatively interpreted and cause a political conflict.

The purpose of this research is to find out the most useful translation methods of expressive means, study its peculiarities, and analyse examples from Barack Obama’s speech.

In accordance with the purpose, the following issues were under consideration: the notion, peculiarities, and pragmatic communicative functions of political discourse; expressive means; and translation transformations.

During the research, we studied the examples of expressive means from Barack Obama’s speech. We found different lexical, syntactical, and lexico-syntactical stylistic devices. The comparative analysis of these devices and their translation into Russian enabled us to identify the transformations used by the translator and determine the translation strategy. The results of the research are quite relevant and can be used in learning the theory of translation.
PARALLEL SECTION 1: PHILOLOGY AND CULTURE

Societal factors influencing the formation of human psyche according to A Rose for Emily by William Faulkner

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Estonia / Georgia

Psychological patterns formed and developed under harsh restrictions imposed by family legacy and societal constraints are outstandingly interesting issues to study. Taking into account the dichotomy of individualistic versus collectivist societies, it is clear enough that the role of society in the latter is equal to that of a hegemonic dictator in autocratic political systems. William Faulkner in his short story A Rose for Emily not only discusses the ultimate results of “townspeople” assuming the right to judge and manipulate an individual’s life but also attempts to unravel the hardships related to protecting family legacy and dignity. This paper examines the nature of those interrelated factors, which shape human psychology in collectivist societies, where a person as an individual gradually wanes, while society rises like a phoenix, eager to give a shelter to the “un-human being,” who has been transformed into a kind of despicable creature. Due to the paper’s interdisciplinary nature, I have used threefold assessment from the perspective of literature, history, and psychology (namely Freud’s theory regarding psycho-sexual development) in order to discover to what extent these particular factors contribute to the eventual degradation of human psyche. As for the conclusion drawn from the meticulous study of the portrait of Emily within the context of her family, sexual life, and relationship with “others” I would suggest that individuality is rather a relative term in societies, like the one in the American South, where Faulkner most often sets his characters. While society is the most powerful determinant of psychology formation, being on the edge of a historical clash between the South and North, leading to the depreciation of certain old values, should be considered as an important secondary factor in this process.
Identity narratives of unity in Rublev's Trinity

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Estonia / Singapore

Artistic masterpiece, theological confession, or sociopolitical commentary? Rublev's icon of the Old Testament Trinity has attracted much attention ever since its completion, with the Stoglav Council prescribing it as the model of the Trinity to which icon painters should adhere. This presentation will look at expressions of unity in the icon with reference to the work of Jean-Marie Floch and the necessity for a strengthened self-descriptive identity in art, theology, and politics, viewed from a Lotmanian perspective.

First, unity is expressed as artistic identity in a synthesis of Byzantine and Novgorod influences to form Rublev's nuanced style, which would be absorbed by the Moscovian school of icon painting. Unity is also seen in the coherent appearance of the three figures representing the Trinity. In anticipation of the last days, theological beliefs on the nature of the Trinity were reiterated and confirmed; not only was this a form of rhetoric against the Filioque, it also emphasises the contemplative Hesychastic tradition to which Rublev belonged. Finally, in the sociopolitical realm, the analogy of unity in three persons was timely; a call for unity was more than welcome in throwing off the Mongol yoke and sociopolitical identity would root itself in the cultural heritage that includes ecclesiastical traditions.

Given the place of the church in 15th Century Russia, it is hence the church that unites all three facets of art, theology, and politics and brings together the artist, the theologian, and the politician, allowing the everyday person a preliminary contact with all three. Whether the icon premediates or remediates historical events and social tendencies, it is undeniable that it is a text that narrates its distinct identity, founded on the value of unity.
Comparative analysis of the expression of politeness in the Korean and English languages

Lidiia Melnyk
Taras Shevchenko National University of Kyiv
Ukraine

With the growing mobility of our society, an increasing number of people are crossing cultural boundaries on a daily basis (Kim, 2001). Successful cross-cultural communication is impossible without intercultural adaptation that relies on the understanding of ethnic mentalities that are also reflected in linguistic approaches to politeness.

Brown and Levinson (1987) assume that politeness being “the universal principle of human interaction” is reflected by means of language. The following research supposes that the application of the category of politeness should be analysed from the anthropocentric paradigm, for it reflects the influence of the concept of the “social I” on the language of the individual. This research focuses on the comparison of the expression of politeness in Korean and English. The linguacultural specifics of Korean create differences in formal and informal styles of the language, the misuse of which might lead to conflict. English does not have the category of politeness, which causes the inability to find the equivalent to render the shift of the styles of politeness. Focusing on the analysis and comparison of the forms of address used in the two languages, this research identifies the main areas of probable intercultural misunderstanding due to the lack of linguistic equivalents.

The research turns to conceptual analysis and lexical descriptions and is a contrastive study. The research uses the existing literature on the subject and the texts found in media sources in order to contextually review the ways of addressing someone in English and Korean. It seeks to contribute to overcoming cultural barriers and decreasing the probability of intercultural misunderstanding.
Estonian and Russian Pagan identity – local or national?

László Kövecses
Independent researcher
Hungary

The central research question of this paper is whether it is possible to trace a general tendency within both Estonian and Russian Pagan individuals’ identities as shifting from the national to the sub-national (local) level.

Geographic proximity, cultural heritage, partly shared historical past, and, to some extent, mixed population make ethnic-Estonians and ethnic-Russians a suitable couple for comparison. Recently my Master’s thesis dealt with the role of religious communities in Estonian national identity formation in the most recent decade. It analysed a wide-range of primary sources such as governmental and clerical censuses, online media content, a self-made multiple-choice question survey involving nearly 500 participants, and three semi-structured interviews conducted with prominent members of religious organisations. Results showed that neither the Lutheran Church nor the organisation for modern pagans, Maavalla Koda, has a lasting role as the nurturer or maintainer of national sentiments within society. In fact, the vast majority of followers of the native faith movement feel more attachment to their regional or local area, than to Estonia as a country. Similarly, when asked about their ethnic identity, they tended to categorise themselves primarily as members of their respective ethnographic group (Setu, Võru, etc.) living within Estonia. Estonian national identity was not of utmost importance for many of them.

This observation is especially interesting in the light of numerous scholars previously highlighting the role which nationalism plays in the case of modern Pagan movements emerging after the collapse of the Soviet Union. On the other hand, an increasing number of researchers also observe this shift from the nation-centred mindset of native faith believers to the more localised, sub-national collective identity. Roman Shizhensky has done field work among Rodnovers, and, when asking what the concept of motherland means to them, a substantial part of them replied “an area around which you can walk in one day.”
PARALLEL SECTION 2:
RUSSIAN LANGUAGE AND CULTURE

Virtual expedition as a method for saving field materials

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Estonia

At the process of gathering ethnographic material in the village of Enaberdino, Mendeleevski district, Republic of Tatarstan, I encountered the question of how to use gathered information in a way that suits today’s standards of technology. Based on this, we have to consider using multimedia technology, which are intensively developing in many areas including education, art, advertisement, entertainment industry, medicine, technology, mathematics, business, and scientific research and highly developed applications.

One of such multimedia products may be “virtual expedition.” Its main goal is creating possibilities for individual observation and collecting necessary facts for your own purposes. Virtual expedition can include materials which are acquired from the field (interview, dialogue, description, reconstruction, painting, scheme, audio recording, photography, video recording, etc.).

The greatest advantages of this method are: (1) the opportunity to get to know a place, object, or some other sort of information from the comfort of your home, (2) the opportunity to re-watch at any time or place, (3) the opportunity to complement information, (4) the opportunity to save money and resources.

In my case, virtual expedition passes on the territory of northern Udmurtia. For example, in village of Enaberdino, Mendeleevski district, Republic of Tatarstan. It represents itself as an interactive schematic map of those territories with pointed out places for praying, sacrificing, and monuments that hold importance for the native people. On all places are attached photographs, panoramas, and detailed descriptions which are collected during an interview, dialogue in a video, or audio form.

Virtual expedition, as a method of saving archives and individual field materials, allows us to remotely get to know traditions and culture of the people living somewhere, defining the perspective of usable information in scientific research, educational programs, interactive museums, and on the worldwide web.
The world of the Caucasus in the poetic expressions of Pushkin and Lermontov

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Russia

A.S. Pushkin's poems which composed the author's cycle “The verses composed during travel”, which reflected the travel to the Caucasus undertaken by the poet in 1829, are a subject of comparative consideration in this report. (“Road complaints”, “Kalmyk”, “On hills of Georgia the night haze lies...”, “The monastery on Kazbek”, “Landslide”, “Caucasus”, “From Hafez”, “Delibash”, and “Don” are included.) They are close to numerous verses of M. Yu. Lermontov, who repeatedly was in the Caucasus and correlated the poetic opening to Pushkin’s experience. At all similarity of reflection of the world of the Caucasus by both poets, in comparison of concrete works of poets also indicative distinctions in approach to the similar phenomena are found.

In this regard indicative comparative “couples” are outlined:
- the motives of travel and “exile” (“Road complaints” of Pushkin and “Clouds”, “What's the use to live!.. Without adventures ...” of Lermontov);
- the motive of “monastic” salvation, humility, and wisdom (“The monastery on Kazbek” of Pushkin and the prologue to Lermontov’s “Novice”);
- majestic landscapes of the Caucasus (“Caucasus” of Pushkin and “Blue mountains of the Caucasus ...” of Lermontov);
- the motive of war as dashing fun and as a senseless, suicidal duel in which there are no winners (“From Hafez”, “Camp at Efrat”), “Delibash” of Pushkin and “Ismail-Bei”, “Valerik” of Lermontov);
- the motive of opposition of natural and “secular” love (Pushkin's “Kalmyk” and “On secular chains ...” of Lermontov);
- the motive of “returning home” (“Don” of Pushkin and “Cossack lullaby song” of Lermontov).

In comparison of similar motives of the mature verse of Pushkin and Lermontov, not only direct compliances of “road” supervision, but also characteristic distinctions of the poetic world of two Russian “observers” of the multi-colour world of the Caucasus are found.
The prevalence of folklore in contemporary traditions of Sharkan Udmurts

Pavel Kutergin  
University of Tartu  
Estonia

One of the priority fields in modern Folklore and Ethnography studies is the research of local traditions. Conducting studies of separate parts of the traditions provides an opportunity to represent a whole view of the world of an ethnic group.

This article focuses on the folklore traditions of Udmurts of Sharkan district, which is situated in the middle part of Udmurt Republic. The data under analysis was recorded during the research expedition, which took place in 2016 in the village of Keldysh. The study of the texts reveals that in the current tradition of Keldysh people, Udmurt and Russian lyrical songs have the prevailing position.

Signs connected with weather and beliefs about fate are still well remembered by old residents, but they are not used in everyday life anymore. The villagers remember sacred places and treat them with respect. Toponymic legends about the names of forests, rivers, hills, and mythological tales about supernatural beings are widely spread among the villagers.

It is encouraging to mention that the ritual culture still exists. There are some rituals that belong to calendar traditions that have roots in pre-Christian and Christian beliefs such as Christmas, Maslenitsa, and the beginning and ending of field works.

Thus the preliminary study of folklore traditions of Udmurts from Keldysh shows that old residents still keep in memory some fragmentary knowledge of different genres of folklore and ritual culture. It is necessary to conduct a deep study of folklore and ethnographic peculiarities of the culture of Sharkan Udmurts to reveal common traits and features that will allow us to build a full picture of the diverse culture of this area.
Intercultural training as a way to break intercultural barriers

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Russia

Numerous examples from the history of intercultural communication show that, initially, the potential for conflict originates in the process of intercultural communication. People have to strive for complete and adequate understanding of themselves and their partners on the way to mutual understanding, which is connected with various ethno-cultural interests and differences. To succeed it is necessary to reconsider even some values of our own culture.

The research rationale is to find effective ways of overcoming intercultural barriers, which are becoming more common for people.

The following research methods were used:
• theoretical analysis and synthesis of scientific and methodological literature;
• generalization;
• observation; and
• comparative analysis.

The primary method of preparation for overcoming intercultural barriers is training, recognized as one of the most effective methods of intercultural competence development.

Training teaches people to listen to a conversation partner, be confident in interaction with other people, be able to speak in public, build an effective rapport with other partners of communication, prevent and resolve conflicts in a constructive way, and break habits and change manners, which make communication more complicated.

The so-called “culture assimilators” are widely practiced as a preparation for intercultural interaction. The method’s aim is to make a person see the situation from the point of view of the other group members to understand their worldview.

The result of our research is development of structure, content, and the basis of a training programme devoted to the parameter “time,” using the example of German culture. Therefore, overcoming of barriers in intercultural communication by means of training defines and develops intercultural competence of an individual. As he or she faces the necessity of acquiring new knowledge about partners’ cultures, the barriers make the individual improve his or her own communication skills and develop his or her ability to feel the peculiarities of the mentality of another culture.
Today the problem of teaching monologue in EFL lessons is becoming more topical. Students’ participation in project activities, which include oral presentations, develops speaking skills as a whole and monologue skills in particular. Moreover, monologue speech is an assessment object on international tests and at the Unified State Examination in Russia.

Monologue speech as a form of verbal activity in EFL lessons has been investigated in detail. Among foreign language teaching methods there are two distinguished approaches to teaching monologue, namely “bottom-up” and “top-down” processing. In spite of the differences between the approaches, both of them imply reaching a productive level that produces monologue utterances by students on their own. Thus, the necessity to apply various modern technologies for teaching monologue does not give rise to doubts.

In this work we consider applying the website TED.com as one of the tools for developing monologue speech skills. TED.com is a source of video records of public speeches on various subjects produced by thinkers from different parts of the world. Each TED Talk is an explicit monologic utterance lasting 2-18 minutes. Due to the broad variety of topics discussed, this resource is actively used in foreign schools for teaching various disciplines, including English as a foreign language. In terms of foreign language teaching, TED Talks are mostly used for teaching listening skills.

In this work we consider TED Talks to be instrumental for teaching monologue skills and propose the techniques and lesson scenarios which result in students producing explicit monologues on their own.
Dramatization as a tool for developing intercultural communicative competence

Tatiana Riadova
Pskov State University
Russia

Development of Intercultural Communicative Competence (ICC) is one of the contemporary aims of teaching English as a second language because the correct perception and comprehension of another culture is the key to successful intercultural communication.

Russian and non-Russian researchers have different approaches in describing intercultural communicative competence, but they agree that ICC is the ability to implement effective cultural interaction, including knowledge of one’s own and another culture, ability to use this knowledge, and personal qualities development that contribute to application of this knowledge and these skills in real situations of intercultural communication.

Development of intercultural communicative competence at each stage of foreign language learning implies using regional studies texts and modeling the situations of intercultural communication, comparison, cultural analysis, and cultural reflection with a focus on value orientations (kindness, work ethic, independence, responsibility, tolerance, and empathy). Drama is one of the tools for developing intercultural communicative competence because it contributes to creating situational authenticity and motivates students to study other cultures on their own.

We analysed the potential of drama in the context of development of intercultural communicative competence and created lesson plans that can be used at English language classes at years one and two of study in university educational programs focused on linguistics. The results proved the efficiency of drama as a tool of developing ICC and foreign language communicative competence in general.
Russian corpora as a special tool for language arts

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Russia

This report presents the experience of using two corpora of Russian texts – the Russian National Corpus (RNC) (www.ruscorpora.ru), which contains original prose, poetry, translated texts, and parts of oral speech, and the Corpus of Russian Student Texts (CoRST), which contains texts in Russian written by students of different Russian universities – for lessons in language arts at the lyceum of the National Research University Higher School of Economics.

RNC has an educational portal containing, along with other items, methodological materials for teachers to use. The texts of RNC have metatextual, morphological, and other annotations. The new author’s course of Language arts in the tenth grade includes lessons based on RNC for various aspects of language study: studying the functional features of different words, finding out new meanings of words, and investigating lexical and grammatical homonymy. RNC can be also used for work with classical prose; for example, it was used to find the motivic structure of the texts and features of the writer’s style (based on Dostoevsky’s “Crime and Punishment”). An example of the task is here https://docs.google.com/forms/d/1fTXBOziiXCqCaT-nacBJBoMtktM5ttsL_-z.Jpouk7U/viewform?c=0&w=1 (this task is for working out how to use RNC, grammatical homonymy, non-standard lexis, and the problem of characters naming).

Texts of the CoRST also have error markup, so the CoRST can be used for various exercises in grammar, especially the ones to prepare school students for task seven of the state exam.

To summarize, this report gives examples of new tasks based on corpora and offers some ways to use these modern tools for school education.
Multiple intelligence activities in CLIL lessons of maths at secondary school: students’ involvement and learning outcomes

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Content and Language Integrated Learning (CLIL) is an innovative educational approach which is gaining popularity in Estonian schools. It is believed that CLIL improves the target language competence, increases students’ motivation, and contributes to the learning of a subject.

Mathematics, as a core subject, belongs to any Estonian School curricula, although mathematics taught in English is a relatively new approach at Estonian schools. Therefore, the biggest issue CLIL teachers of mathematics face is teaching students how to operate within the target language in terms of solving maths problems, to teach them to think, talk, and write like mathematicians.

In order to help students acquire the content of the subject of mathematics and obtain the English language mastery at a sufficient level according to the Estonian National Curriculum for Upper-Secondary Schools, the theory of Multiple Intelligences (MI) is taken as a basis to develop learning and scaffolding activities, as this theory has a strong psychological and scientific background in developing specifically those intelligences that are needed in the CLIL class of mathematics. Sample activities and their role in the development of competences in mathematics and English language areas shall be the focus of my presentation and analysis.
PARALLEL SECTION 4:
RUSSIAN LANGUAGE AND CULTURE

Errors in verbal adverb phrase usage in written and oral speech

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Russia

The aim of this research was to analyse errors in the usage of verbal adverb phrases in the Corpus of Russian Student Texts, which contains texts in Russian written by students of different Russian universities. As the texts have several types of annotation (metatextual annotation, morphological annotation, and error markup) it is possible to search by error tags, such as “converb” if we speak about verbal adverbs. It is interesting that, along with the typical errors of the mixing of subjects, producing primary and secondary actions, there are also mistakes which should be studied mainly from the perspective of discourse theory:

- Как часто мы останавливаемся, затаив дыхание, над свежим распустившимся цветком, подойдя к шуршащему водопаду, такая красота просто завораживает нас.
- Язык как неотъемлемая часть человека, оглядываясь на реальность, также претерпевает немалые изменения.

One of the features of verbal adverb usage is the formal absence of a reference word, which seems to be a peculiarity of oral discourse:

- Речь будет идти об историческом памятнике искусства, об уникальных пляжах, об интересном месте отдыха, но при всем этом имея свою разнообразную мифологию, интереснейшую религию и завораживающие пейзажи. (written speech)
- и вот почему-то вот эта картина / тем более вот прочитав ещё о Саровском немножко там небольшую заметочку / вот почему-то у меня такие ассоциации (oral speech)

That is why the results of the first step of the study were compared with the data taken from the Speech Corpus of Russian language. Apparently, the error in the use of verbal adverb phrases in the Corpus of Russian Student Texts discloses a violation of bonds between discourse segments that can be caused by style and type of texts and convergence of written and spoken speech.
Astonishment or offense: how we use some response constructions in Russian spoken language

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In spoken language, some words and collocations are usually used for many more meanings than are described in dictionaries. As response constructions, DA NU and DA LADNO have a very wide area of usage. Having the main semantics of disagreement, they also can express lots of different meanings which can be far from the basic semantics, such as astonishment, resentment, and offense. However, the difference in semantics is quite difficult and cannot be described without the whole analysis of a conversation.

- может быть / ты единственная / кто зафиксирует это // # *С # да ладно // # что да ладно-то ! вот так все и думают (S45 # Ж1 # S45);
- а я попробую его / что-нибудь с ним сделать // # серьёзно что ли ? # я люблю копаться в технике // # да ладно ? ну тут нет шансов // я могу его отдать / () чисто для этого ... // ну как сказать ... (И62 # М1 # И62 # М1);
- да ну / перестань ! *П перестань // *П ерунду говоришь *П ерунду говоришь // это если плохо сделано / тогда да // *П а плохая / плохой материал там / *П несоответствие вот этой машинки / (э...э) этим этим штучкам / идея то там / прекрасная (И24).

Both constructions always express strong emotions and can be considered as a genuine reaction of a speaker. The semantics of the constructions depends on highly varied factors such as intonation, speaker’s reaction, and topic of conversation. Another of their features is having a number of different versions, such as NU DA LADNO, DA I LADNO, which also influence the semantics.

The report shows different meanings and possibilities of usage of the constructions DA NU and DA LADNO and their versions. The research was based on the corpus “One speaker’s day” of the Sound corpus of Russian language.
Intercultural communication in G. Gorin’s screenplay Formula of Love

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The popularity of Formula of Love, the film directed by M. Zakharov, is largely due to the screenplay created by G. Gorin. And, as usual, the film became successful, but the screenplay itself is little known and poorly researched in philology. However, the text is not just a draft, but a work of art.

The script brings up one of the key topics of Gorin’s creative heritage – mutual understanding. The situation’s intensified by the plot – description of the Count Cagliostro’s arrival in Russia in 1730. He is a cheater or a magician, and his assistants come with him.

In this fabled situation, a clash of traditions and cultures happens between Western European and Russian culture. The topic of intercultural communication is presented in the tragicomic form.

Visitors see Russia as an archaic, “barbarous” country. The representatives of the nobility and also peasants often are vulgar in their European reception. In turn, what is presented by the strangers as magical or miraculous is usually perceived as ordinary by the Russians. The Russian saying “One can't tell one's heart what to feel” is opposed to Cagliostro’s desire to take control over feelings.

The author emphasizes communication failures generated not only by ignorance of the language but also by the different mentality of the European and Russian representatives. There’s a need to say that ethnic qualification of Cagliostro and his companions is not disagreeable because of the mythologisation of the Master’s personality. The text is not a reflection of a real intercultural contact, but an artistic imagination on this topic.

However, despite the convention of a situation of intercultural encounter, a miracle of love occurs, which would not be possible without the desire to understand another personality. Understanding is achieved with difficulty, as a result of learning another language and overcoming stereotypes.
"Слушай" and "смотри" as contact verbs in Russian spoken language

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The aim of this research is to analyse the functioning of the verbs слушай and смотри. We have based our research on the hypothesis of a difference between their descriptions in dictionaries and usage in real life.

(1) Настя / *П а в коридор мне надо вот / *П там что-нибудь в таком духе / вот // *
П (э-э) в коридоре можно () и это // *П ой / слушай / забыла слово / какие мне обои надо / *П сейчас спрошу / бел... белые без чего-то / *П я слово забыла //

(2) ну вот смотрите / вот в этой вот истории / с мужем и женой / да ? ни разу не говорит там / я скучаю по тебе / я люблю тебя / да / во всей этой пьесе //

These verbs were differently named in linguistic literature and different functions were ascribed to them. For example, somebody calls them “discourse markers” and maintains that each of them has a principal meaning which signals how the speaker intends the utterance to relate to the prior discourse. Other researchers agree with the term but give a slightly different definition of discourse markers as items used to ease the interpretation of utterances. According to others, they are “discourse particles” functioning as signposts in communication, facilitating the addressee’s interpretation of the utterance in various contexts.

Factors taken into account in analysing these verbs’ functioning are
- how frequently they are used,
- whether they generally precede clauses (e.g. so, thus, also), occur within clauses (e.g. therefore), or come at the end of clauses (e.g. too), and
- whether there are significant differences among their uses by different social classes.

The research is based on the material of the Speech corpus of Russian language.
PARALLEL SECTION 5: PUBLIC SECTOR

A comparative analysis of Estonian- and Russian-speaking news in the context of preferences for Estonian residents

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The results of the 2011 integration monitoring show that 40-50% of non-Estonian nationalities residing in Estonia who are interested in the development of different aspects of Estonia want to have stronger media involvement in their integration.

The news website Delfi is quite popular amongst Estonian and Russian speaking readers. Additionally, it is a good opportunity for Russian and Estonian editors to work together and therefore to reconcile dissimilar information received by the media between the Estonian- and Russian-speaking populations.

Despite increasing ability, especially amongst young people, to read news in Estonian, the interest in media in one’s own language hasn’t vanished, particularly within the Russian speaking population. According to the 2015’s monitoring Estonian integration, Estonian news has not covered all the facets that are of importance for other nationalities residing in Estonia.

In the framework of this research, the foremost news about life in Estonia was investigated. The news is broadcast in Estonian and Russian languages. On the basis of the news, conclusions about the co-work of Estonian and Russian Delfi editors are provided.

One of the objectives of this research was to identify the most relevant topics for the Estonian and Russian speaking populations of the country. The results showed that Delfi news was not of the same importance for the two groups. However, the difference wasn’t crucial, since 39% of the top news was popular among both national groups. The Russian speaking population pays more attention to news about Estonian language (the official language), Russia, political figures, etc. The Estonian speaking population prefers migration topics and parliament issues. Both groups were equally interested in social life, various rumours/scandals, European/US news, and leisure.

On the basis of this research, I concluded that the life interests of Estonian society don’t directly depend on nationality, but some aspects hold different relevance for Estonians as opposed to other national minorities of the country.
E-democracy as a tool for the development of information society

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The transition to an information society leads to the transformation of political institutions of democracy. In this regard, is e-democracy (a form of citizens’ social and political activity, which provides a new level of citizens’ interaction with each other and with public authorities and commercial structures) the future of democracy? and what are the main challenges it will face?

There are several reasons for technologies in the democratic process: low election turnout, lack of interest in politics, reducing the level of legitimacy and the gap between public authorities and citizens. To solve these, governments use e-democracy mechanisms: e-participation, e-government, e-voting, civil initiatives, network communication with public authorities, public control over governmental activities, etc.

However, there are drawbacks: vulnerability to hacker attacks, inaccessibility to some of the population, data ‘fudging,’ and abolishing of “secret voting” (fundamental for democratic elections). E-democracy focuses on people’s initiative; hence a lack of awareness and motivation can cause problems.

Despite this, e-democracy is developing in Russia (e.g. several e-democracy web portals and the “Russian public initiative” of the Ministry of Economic Development). With the use of foreign experience, these initiatives could be developed more properly.

Estonia is considered to be one of the pioneers in the field of e-democracy (e.g. the “Today I Decide” portal to improve public administrating and discuss initiatives). Iceland, New Zealand, and the UAE introduced public discussion of draft laws (e.g. of the Iceland Constitution project). South Korea is one of the leaders in terms of “e-participation” (e.g., presidential elections in 2002).

Accessibility is necessary, but not enough for several reasons: many people do not trust the Internet, e-democracy should be based on a certain political culture (and a need to be a member of the information society), and psychological readiness of society members and authorities is necessary. These are issues to be resolved.
E-democracy and participation in Russia: The case of the Stavropol region

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Information and communication technologies (ICTs) offer opportunities for greater civil participation in democratic reforms. The topic of e-democracy is very complicated in the Russian public sector. On the one hand, Russia belongs to the group of countries with a high level of IT-development. On the other hand, recently we are witnessing kind of marginalization of e-democracy, while the term democracy has been perceived increasingly negatively in Russian political discourse as well as in Russian society. Moreover, there is a huge gap in social activity between people in the main Russian cities and provincial towns. The aim of our research is to compare how e-democracy tools are used by the citizens in two different Russian regions, Moscow and Stavropol. This paper focuses on e-democracy in the Stavropol region.

The theoretical part of the paper is based on literature review. Sociological studies are used for evaluation of quality of e-democracy processes in Russian society and public opinion. Several cases of recent e-democracy projects and legislation are also examined in order to identify the main characteristics of the e-democracy process in Russia.

Unfortunately, the public in Stavropol shows a very low level of social engagement and interest in e-democracy and participation. The very notion is mistaken for e-government and opportunities to get some services on the Internet, instead of participation in policies and policy-making through the help of ICT tools (e.g. signing an online petition or commenting on the government’s proposals). Despite the fact that there exists the necessary infrastructure for the development of e-democracy – more than 70% of the population uses the Internet in everyday life – they have no idea about democratic participation. Very little has been done so far to enhance e-democracy and participation in the region. Moreover, the recent federal legislation activity in the sphere of ICT has made it much more difficult to develop.
The ethnic space of Jõhvi through the eyes of women: Language, use of space, mutual relations

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Urban landscapes with socialist pasts have been facing the question of what to do with the socialist past and its architectural memorabilia. Research made in the field of post-socialist urban studies have put great effort into analysing how national identity is being brought back to urban areas on the examples of demolished or dislocated monuments and re-envisioned central squares. Researchers Alexander Diener and Josua Haigen encourage us to look further from grand constructions, as the socialist experience may still be rooted in daily routines, identity narratives, or fixed household settings (Diener, Hagen 2013: 503). In my presentation, I will also focus on everyday life in a small Estonian post-socialist town, Jõhvi, which is described through the eyes of its female residents.

Ida-Viru county and its administrative centre Jõhvi have been shaped by the construction of oil shale mines. It has had an enormous impact on the urban landscape of northeast Estonia, as well as its demographics, which were shaped by the arrival of force labour from all over the Soviet Union. Jõhvi, with its 11,000 citizens and Russian speaking citizens being the majority, forms a culturally diverse community. I will focus in greater detail in the presentation on the ethnic urban space of Jõhvi, which has been opened by female residents from different age and ethnic groups. Three central themes regarding the ethnic space in Jõhvi that occurred in the semi-structured interviews are the following: language, use of space, and mutual relations. Urban areas transformed by cultural diversity are considered as the most emotionally contested spaces (Li 2015: 5). Jõhvi is not an exception in that regard, with the interviews revealing peaceful linguistic solutions for better understanding between different ethnic groups as well as mutual influences and tensions between the use of the Estonian and Russian languages.
Visual journalism instruments for creation of images of the future city in Russian local newspapers

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Local newspapers play a substantial role in maintaining the image of the future in the public discourse, which is a driving force in shaping the attitude of citizens toward the social and political environment in the city where they live and builds a community of citizens. As urban lifestyle becomes more diverse, local newspapers in Russia have started to play an important explanatory function: they serve as guidelines to the constantly transforming urban environment and cultural and social life of a territory.

In order to construct the image of a future city, local newspapers are able to use a variety of linguistic and extra linguistic methods which include traditional texts of different genres and instruments of visual journalism. Information graphics as a journalistic method, which combines textual and visual tools, is considered to be one of the most powerful approaches to constructing the future of a city.

Discourse analysis of the local newspaper “Gorodskaya gazeta” (Tomsk, Russia, 60,000) helped to identify 16 thematic categories for creating images of the future, which has a complex structure and could be visually constructed by using infographic tools in three of them.

1. Strategic development of transportation systems. Considering the growing population, which leads to transport problems, there is an increasing number of publications about technological solutions for public and private transportation, road construction, and eco-friendly solutions accompanied by visual explanation.

2. Urban environment and city architecture of the future. The newspaper described the future development of the social infrastructure, building of public places, and human-friendly city design for comfortable living.

3. Strategic development plans of the horizon of 50 years in the future. The newspaper had a tendency to construct reality using a variety of visual journalism tools.

Using information graphic methods, the city newspaper Gorodskaya Gazeta aims to construct a positive image of the future city. In this sense, the future of the city runs parallel with infrastructure, transport, urban, and social developments. The combination of texts and graphics allows the newspaper to visually represent positive change and construct visual reality based on documentary instruments.
The effects of soviet and post-soviet policy on Seto cultural identity

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Although much research has been done about the social, economic, and political transformations of former Soviet states, ethnic minorities within these nations have remained relatively unstudied. Since the end of Soviet occupation in 1991, Estonia has thought to re-establish its national cultural identity by means of a series of policy reforms. While re-establishing a national identity, Estonia had to develop policies to address the numerous small ethnic groups who had been largely neglected by the Soviets. The Seto people are one such group. By analysing personal interviews and historical accounts of the Seto people through a semiotic approach, my project will cross-examine the effects of Soviet and post-Soviet policy on Seto culture. The research will address the following question: What impact does national policy have on the self-identification of ethnic minorities in post-Soviet countries? Cultural management and understanding the potential implications of policy on minority groups are critical to preserving culture and preventing ethnic conflicts and potential violence. The Seto culture offers a potential case study that allows us to analyse the effects of varied cultural policies within a relatively short time frame. This research hopes to capture a model of minority cultural management that can be expanded to address cultural minorities within the U.S. and abroad that has proven effective within Estonia. Without researching and acknowledging the effects of national policy on minority cultures, we face the disappearance of unique cultural elements that allow us not only access to unique world views and opinions but also a manner of analysing our own culture and world view.
Exchanging gifts on the eighth of March as a mechanism of reproducing gender stereotypes in Russian culture

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Exchanging gifts is a way of creating and reproducing social relations and an essential part of any culture from ancient to modern societies. We examine the gift exchange in the context of, in Mauss terms, “total social phenomena” – the celebration on the eighth of March, “the day of women and spring” in Russia – based on feminist theory and using ethnography and participant observation methods. We examine the content of the gifts, the process of exchange, and its functions in order to understand how gender stereotypes and forms of representation of feminine discourse are constructed through everyday activities.

All presents can be divided into gender-marked and common gifts (that can be presented at any other celebration). The first group is allocated by analysing presents which are treated as the “presents for the day of women spring” (which mainly includes household appliances, cosmetics, and jewelry). The function of these presents is the reproduction of feminine discourse and the boundaries of the possible choice are defined by this functionality. The choice is never free: there are common slogans claiming that a seller already knows what women want, and that makes women desire what they are made to desire in order to correspond to the social image of women. We find two main discourses constructing the image of women: namely, the beauty discourse and the “housewife” discourse. The first discourse shows the importance of beauty as a form of capital in late capitalist societies, which is repressive as, according to N. Wolf, by losing control of their bodies, women lose control of their lives. The second discourse represents only one acceptable life scenario for women in a “Kinder, Kuche, Kirche” paradigm, which is widespread in Russian mass-media. These discourses show the proliferation of gender stereotypes in everyday common practices in Russia.
PARALLEL SECTION 6: PUBLIC SECTOR AND ENTREPRENEURSHIP

Social entrepreneurship: A trend or a solution to social problems?

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Developed countries talk increasingly about the social responsibility of business. Now traditional entrepreneurship is changing: an entrepreneur does not think only about profit anymore, he or she is concerned about the social effect.

In my research I will focus on the phenomenon of social entrepreneurship in different countries, especially in Russia and Estonia. I will define the common approaches to the concept of social entrepreneurship and describe successful examples of real social enterprises. Also, I will examine the questions of governmental and non-governmental support and try to identify the methods of cross-border cooperation between the Pskov region and Estonia.

The main methods used in my research are comparison, description, analogy, synthesis, induction, and analysis, including exploratory data analysis.

The research shows that despite all the endless discussions about what social entrepreneurship is, Estonian and Russian approaches are rather similar – social enterprises are characterized by two aspects – social effect and profit.

Low profitability margins scare investors (usually this rate is no more than 8%), but solving social problems is the main governmental function, so the government should at least be involved.

In both countries there is not a strong governmental support and there is not even a legislative frame regulating this sphere. There are certain funds helping the social enterprises (“Our Future” in Russia and the “Estonian Social Enterprise Network” in Estonia), so it is good to take into account their experience.

Though the social enterprise sector is quite small, it has a real potential to change society. Social entrepreneurship needs a special set of developing and supporting mechanisms.

Moreover, the experience of exchange between the Pskov region and Estonia will widen the concept of social enterprises from the real examples from both sides.
The development strategy of medical centres in Russia

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Medicine in Russia is not only the public sector. Intensively developing private medicine increasingly replaces state medicine. The dynamics of the expansion of private sector services in Russia determines also the condition of the market for medical services. From the chaotic condition in 1990, private healthcare was transferred to stable growth. The first multi-functional private clinics were opened in Moscow and St. Petersburg at the beginning of the last decade of the twentieth century, and, by the end of this decade, there was a network of private clinics in almost all regions of Russia. At the same time, there were the first branches of Western medical clinics.

By the end of 2014, there were 27,000 medical institutions in Russia. Most medical facilities are privately owned: in 2014 the share of private clinics was 71.1% of the total number of medical institutions in the country. The growth of the total number of medical institutions in recent years in Russia has taken place mainly due to the development of the private sector.

The aim of the work was to study the methodology of choice of strategy development of private medical centres in the Russian Federation. The objects of research are private medical centres in the Russian Federation.

During my work at the medical centre "Spine Clinic" as a manager, the basic information about its functioning was collected, analysed and systematized. Based on the results of the research, I made conclusions about the effectiveness of the Centre and its development prospects.

In general, the private medical services market in Russia, according to experts, is expected to maintain its current high growth rate in the near future.
Innovations in the Public Sector

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The public sector often faces different problems, which can be solved by using various methods. The new idea that offers creative solutions to public problems is an innovation in the public sector. It is a unique answer for inspecific problems or a new answer for old barriers. Studies have shown that innovative public administration works on the municipal level as well as the national level.

UN data show that there are different types of innovations in the public sector such as institutional, organizational, procedural, and conceptual innovation. In addition, innovation in the public sector includes the development of human resources, information and communication technologies (ICT), decentralization, etc. So, in a multiplex world, there is no one way for solving all problems, and innovations become necessity in public administration process.

In the twenty-first century, citizens are more involved in public processes and the public sector is focused on citizens’ satisfaction. Now, using innovative administration, the public sector can satisfy public interest and produce public goods more effectively. There are many examples of innovative governance around the world in developed countries as well as developing countries. The main thesis of my work is that there can be innovation in public sector without significant economic development. This argument is confirmed by examples of public sector innovations in developed countries as well as in developing ones.

In the countries where there is no highly developed economy, innovation is possible, too. In the states that are democratic and in which government takes care of their citizens, innovations from public servants and citizens are appreciated. According to the examples of Georgia and other developing countries, despite economic limitations, it can be said that when there is a desire for progress, innovations help development with creative and unique ideas. In the end, an innovative public sector means effective government and satisfied citizens.
Skills of Master of Public Administration graduates in Russia versus needs of government officials

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This research is devoted to the problem of the mismatch between competences that are required in the public administration sector and those taught at Russian universities according to the Master of Public Administration (MPA) curriculum. The research question is as follows: how can the MPA educational standard be improved to make it better meet the contemporary needs of public administration?

An original method was developed to identify and compare competency models of MPA graduates and government officials. It includes several steps. The first step was the analysis of the competences of MPA graduates that were included in several educational standards. As a result, we formulated a broad list of graduates’ skills.

The second step was the transformation of competences. 52 competences were analysed and transformed into a list of 92 descriptors, phrases that describes the skill of the graduate starting with verbs, such as “makes,” “operates,” and “knows.”

In the third step, we generalized descriptors and made 19 groups of them (i.e. specialized activity, activity connected with the analysis of social-economic problems, activity in taking managerial solutions, ethical activity, analytical abilities, etc.). Thus, the competence model of MPA graduates reflects the importance of such groups of activities in their education.

In the fourth step, we conducted a survey of St. Petersburg government officials (n=734, representative). Finally, three competency models of government officials in Saint Petersburg were identified and compared with competency models of MPA graduates.

As a result of the study, we conclude that it is important to add social and personal activity skills and creative abilities as well as social responsibility values and pedagogical activity skills to the MPA educational standards. We found that 6% of competences from the MPA educational standards are not important in the practice of government officials.
PARALLEL SECTION 7: PHILOLOGY AND CULTURE

Peculiarities of Proper Names Translation in the series of novels A Song of Ice and Fire by George R.R. Martin

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Proper names are inalienable elements of image creation in fiction literature. Literary translation always copes with getting across the aesthetic ideas of the author, everything he or she created.

This work focuses on the methods of proper names translation into the Russian language in the example of the world famous series of epic fantasy novels A Song of Ice and Fire by George R. R. Martin. The goal of the research is to define the peculiarities of proper names translation and uncover the most efficient strategies of it within the frame of literary text.

The methods used are:
- generalization and systematization method;
- stylistic and contextual analysis;
- comparative method;
- and statistical processing of data.

The research showed that in the context of modern linguistics, along with their nominative function, proper names possess their own meanings and carry a specific connotation. This can cause a set of problems while translating them and should be taken into consideration by the translator. The author creates a new world with individual characters who have definite names containing certain information about their personalities. How (and should) we preserve the hidden meaning of “lan” (loan) in the family name Lannister in the process of translation? What are the rules and methods of translation in the case of Snows (bastards who were born in the North)?

As part of the study, ways of rendering proper names have been distinguished: transcription, transliteration, calquing, and semantic translation. The most popular turned out to be a mix of transcription and semantic translation.

Certainly, we can conclude that the interpretation strategy choice always depends on external socio-cultural and pragmatic factors.
Semantic change of the lexical units in the concept of insanity

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Meaning is an essential part of a word and is defined as a psychological act which helps the words and the referents correlate (G. Stern, Meaning and Change of meaning, 1931/1968) Meanings are not stable; they can be modified. The process of meaning modification and its outcome is commonly referred to as semantic change.

The aim of this research is to observe the results of semantic change in the concept of insanity.

The objectives of the research can be described as follows: to identify the notions of meaning, semantic change, and synonymy; to perform an analysis of the lexical units belonging to the concept; and to elicit the modifications of the meanings.

To meet the objectives, the corpus analysis of BYU COHA (The Corpus of Historical American English) was applied.

The outcome of the research showed the presence of semantic change in the lexical units under the influence of extra-linguistic factors and consequent development of the concept insanity.
The concept of *Artist* in English and Russian linguacultures

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The value of culture and art as the most important mechanisms of a person’s self-development and self-knowledge is constantly increasing in modern society. An art existence form is a work of art. Being a component of the Russian linguaculture, the polysemantic word "художник" is connected first of all with the concepts "creativity" and "art." To differentiate meanings and shades of meanings of the Russian word "художник" we used explanatory dictionaries, analysis of which showed that the semantic structure of the word "художник" is extremely complex. As the research has shown, the concept represented by the Russian word "художник" has 106 names in the semantic system of Russian language and 108 names in the English one. The correspondence analysis of the semantic features of the received Russian and English lexemes allowed us to divide all words into certain classes, i.e. allowed us to carry out the classification of lexemes. A special function is carried out by words in creation of imagery. The word “художник” is represented in one of the most popular works of Bulat Okudzhava, Artists. Five variants of translation were found. The most popular, however, is Alik Vagapov's translation. The research showed that this Russian word and its English equivalents got evaluative connotations and began to be used not only in their direct meanings. We consider that the semantic field of the word "художник" plays a great role in the Russian and English national linguistic view of the world. In the context of the research are such questions as the correspondence analysis of proverbs, the correspondence-comparative analysis of the word-formation opportunities of the word and its synonyms, the history of formation of the analysed English and Russian concept in comparative aspect, the analysis of English and Russian lexemes equivalence degree, etc.
Lexico-semantic group “street” / “улица”: a comparative analysis

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At present there is a growing interest in language as the method of categorizing the world in particular space that is divided into smaller segments, one of which is a street. Streets in a variety of sizes (from lane to avenue), locations (e.g. main drag), forms (e.g. crescent), historical developments (e.g. road) and functions that are verbalized in different lexemes conditioned our interest in the research. The hypothesis was that constituents of the lexico-semantic group “street / улица” in English and Russian and their hierarchies and combinations in a particular locality make it possible to trace the historical, cultural and socio-economic development of the areas.

Different approaches to the problem were used in the research. Firstly, we considered the notion of “lexico-semantic group” to select the empirical material according to theoretical principles: common semantic components and a specific meaning, part of speech, and hierarchical relations within the group. Secondly, we used etymological, lingvocultural, and sociolinguistic approaches to analyse the lexemes.

The empirical material includes 69 English and 28 Russian constituents of the group selected from English and Russian dictionaries. The data received prove that there is a difference in segmenting urban space with greater detail in English lingvoculture. The etymological and semantic analyses helped us to classify the constituents in both languages. A comparative analysis of streets in two cities (Margate and Vyborg, which have much in common) was conducted, which helped to define the dominant motivation in place naming. The English lexemes road, avenue, and garden in Margate correlate with улица, тупик, проезд in Vyborg correspondingly. 20 “street” lexemes are used in Margate, while only 10 are employed in Vyborg. The difference can be ascribed to the historical development of the cities, their locations, and historical and contemporary functions of urban space and designation of its elements.
The aim of our research is to analyse pedagogical cooperation between Pskov State University and Baltic Universities to study the causes impeding the expansion of academic mobility and lowering the quality of its results. The paper also deals with the evaluation of innovative projects and analysing multicultural communication of students as motivational factor for learning foreign languages.

Pskov State University strives to increase the number of international students visiting the university for different purposes, ranging from participation in short study programs to receiving higher education with the awarding of a diploma. The university, in its turn, organizes international academic exchange visits for its students and staff for advanced training, enhancing the command of foreign languages, and extending the range of research, business, and personal contacts.

Pskov State University’s partners among Baltic States are Estonia, Latvia, Lithuania, Finland, and Germany. We strongly believe that some steps in removing barriers that impede the expansion of academic mobility and lower the quality of its results should be taken in the nearest future to make pedagogical, educational, and scientific contacts between Russian and European universities a success.

Possessing a foreign language in the time of globalization, integration, and international mobility helps young professionals to conduct professional activity in a cross-cultural environment, carry out a productive dialogue with the representatives of other countries and cultures, and establish constructive relations with foreign partners.

Student motivation for international mobility is a long-term and gradual process. We need to provide quality work aimed at changing students’ views on potential study opportunities and internships abroad.
What regulates human behaviour: religion, guilt, shame, conscience?

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Categories of guilt, shame, and conscience are the subject of study for biological, philosophical-religious, psychological, and pedagogical theories (C. Darwin, A.A. Huseynov, X. Lewis, Socrates, К.Д. Ushinsky and others). However, ways of thinking about the significance of moral concepts of data in human life and in the educational process of kindergarten and school are the basis for scientific discussion.

In our study, we used the methods of analysis, compilation, and interpretation of scientific literature, modelling methods for the purpose of propaedeutic pedagogical work with future teachers and kindergarten teachers on the topic “Guilt, shame, and conscience as the basis of a child's morals.”

The teaching experiment involved three stages: ascertaining, forming, and control. Students of the Faculty of Educational Technology and design participated in the experiment. The total number of subjects was 80. Results of the ascertaining stage of the experiment highlighted the need for propaedeutic pedagogical work with the students (More than 70% of students have no idea about the nature of these concepts, more than 60% do not understand the importance of educating children in conscientious qualities such as awareness of guilt and shame, and more than 95% of the students indicated that the organization of educational work on the problem was relevant).

The formative stage of the experiment included a workshop with the aim of understanding the concepts “shame,” “conscience,” and “guilt” and discussing their place among other human values; students performing creative tasks (writing the essay-reflections “The voice of conscience – what is it?”, “Guilt – destroying or up-building?”, training collages on the topic under discussion, presentations on the topics “Shame, guilt, and conscience as human behaviour regulators,” “The nature of conscience” and others, a glossary, and others).

Preliminary results of this work are reflected in the student essays titled “The experience of guilt” and the selection and discussion of case situations of actual teaching practice.
In modern linguistics, the problems connected with semantic structure analysis of various polysemantic words in comparable aspect are urgent. It is widely known that the quality of translation has a direct influence upon the results of international communication in all spheres (politics, science, art, tourism, literature etc.). The object of our scientific research is multi-aspect analysis of the Russian polysemantic word “кисть” and its English equivalents. The research tasks include finding all of the word’s meanings with the help of Russian dictionaries, defining connotative and nominative relations in the semantic structure of the analysed words, and defining the frequency of the analysed words in modern Russian and English languages by means of text corpuses.

In any national language, almost every word has several meanings which are connected with each other and used in different contexts. The semantic structure analysis of the Russian lexeme “кисть” and its English equivalents we have made showed that both the Russian word and its English equivalents possess a wide spectrum of their main and connotative meanings. In the Russian language, the word “кисть” is used in various spheres, such as decoration (a curtain’s ornament), decorating tools, botany (a bunch of fruit), art (works of an artist), collective nouns (a bunch of keys), and anatomy (a hand). By means of the reversal method, we have obtained five main English equivalents: cluster, bunch, brush, paintbrush, and tassel. The investigation of the British National Corpus showed that English equivalents possess a lower level of frequency. Only three of five main lexemes (brush, bunch, and cluster) can refer to the active vocabulary of the English language.

In our scientific research we touch upon the problem of translating poems that contain the word “кисть” (works of B. Okudzhava and M. Tsvetaeva). It was ascertained, that, in most cases, the lexeme brush is used.

The whole analysis showed that the Russian lexeme “кисть” corresponds with five English equivalents. The syncretism of the Russian word let it function in various discourses. In translation it’s necessary to pay attention to the context surrounding both Russian and English lexemes.
The creative history of the story of the god Sonya: From animation to literature and book illustration

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Andrey Usachev (born in 1958) is a contemporary children’s writer whose work is worthy of the attention of readers and literary critics. A collection of short stories, “The Clever Doggie the Sleepyhead, or the Rules of Etiquette for Small Doggies” (1996) became one of the most popular works of the author, with many children starting their acquaintance with the writer with this work. But, despite its popularity, this book has not yet been the subject of monographic research. The book is a series of fun and exciting stories about the “royal pooch” Sonia, who always gets into interesting stories. This cycle of literature grew from the script, which was written by A. Usachev, into the cartoon “Clever Dog Sonya”. The animated film had been made based on the stories by director V. Medzhibovskii in 1991-1993. V. Medzhibovskii became the first illustrator of the literary collection, published for the first time in 1996. From 2000-2010, the collection has withstood many reissues, which were illustrated by different artists. This report will present the results of comparative analysis of interpretations of the story works in different kinds of art: animation and book illustration.

Given the history of the creation of the literary collection, the original text in which a story about the dog Sonya was first implemented, you can read the script of the animated film. Mapping the script of the cartoon and the film itself with literary texts reveals differences due to the use of the artistic means of different art forms. The plot of it in a literary collection follows the path of the extension of the list of actors and stringing new episodes on the cartoon set in the plot's axis. The detailing of the plot cycle in a literary collection leads to a transformation of artistic design.

The plot of the literary collection was the starting point for the creation of several series of illustrations by different artists. This report will include a comparative analysis of the illustrations by four artists: V. Medzhibovskii, T. Abalakina, N. Ponomareva, and E. Sokolova. The illustrations can be seen especially in the interpretation of the image of the heroine of the collection of stories and individual stories. However, in the illustrations, all the artists viewed the common desire to emphasize baby features in the Sonya way: her innocence and her naivety of thinking and perceiving the world.
Metatext in Internet-jargon

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One of the main problems of linguistic semantics is that of metalanguage. In contemporary linguistics there are two approaches to understanding the correlation between a language-object and metalanguage describing and researching the properties of the natural language.

The method of the analysis of metalanguage commentaries presented by Anna Wierzbicka in her work Metatext, in which the author analyses the correlation between an utterance about an object and an utterance about itself, and suggests “dividing these heterogeneous components” is adopted as a methodological basis for this research. The subject of the research deals with the metatextual utterances (metatexts) presented in the texts of internet-jargon. The website lurkmore.to, containing 6990 articles (dated 21.02.2016) in a number of which there are heterogeneous internet-jargon words, is chosen as the material for the analysis. The purpose of the research is analysing the way metalanguage commentaries in internet-jargon, mainly devoid of verbs in the first person, expand with the help of various metatextual operators.

Some metatextual operators primarily conveying metapleonasms of the kind of I say or I’ll say still can be explicated in the internet encyclopedia. Several groups of the metatextual utterances (classification by A. Wierzbicka) used within the frame of the analysed electronic resource are singled out:
1. utterances in which the very act of speech is explicitly mentioned;
2. utterances allowing the speaker to distance from his own uttered words;
3. utterances allowing the speaker to indicate the distance from the separate elements (words) within the sentence;
4. utterances functioning as a theme of the statement;
5. utterances as the indicators of the cohesion between the fragments of the statement;
6. utterances highlighting the direction of the process of thinking.

The words conveying the causal relations and singled out as an independent type of the metatextual operators deserve to be analyzed separately.

As a result of the research, it was discovered that in the internet-jargon the metatextual operators convey, above all, the author’s attitude to the utterance, whereas in the internet-jargon the metalanguage commentary (language reflexion) is mainly metapleonastically characterized.
These days, spontaneous oral speech represents a broad range for research and observation. In oral speech it seems possible to trace those tendencies and patterns (e.g. word-building patterns) which may become generally used in native speakers’ speech in the future.

The concrete object to investigate here is the word бабрилово. The word-building pattern remains a relatively new one of deverbal nouns (or deverbatives): гонево, кидалово, попадалово, зажигалово, каталово, тупилово, мочилово, etc. To create such words, we use the suffixes -ев- and -лов- (or -л- + -ов-), which are widely extended in oral speech. It seems that all the deverbatives of such models have some similar features. They appear in colloquial speech either as rather expressive forms with definite negative connotations or just expressive and even neutral connotations.

The problem of understanding the meaning of the word бабрилово is in the absence of the initial verb. In both dictionaries of the Russian spoken language and Internet-dictionaries (e.g. teenslang.su, slovoborg.su, slovonovo.ru, etc.) this word has not yet fixed. The only way to find the necessary contexts with the word бабрилово was to carry out an experiment among native speakers. More than 70 participants took part in a written survey. They were divided in three groups: handball players (where this word was signed first), non-philologists, and philologists. The first question for all was “Что такое бабрилово?” Here are a few answers:

1. Суета, паника, аврал (handball player);
2. Большое скопление пожилых женщин в общественном транспорте (handball player);
3. Что-то не очень хорошее, как попадалово или кидалово (philologist);
4. Не знаю. Похоже на название населенного пункта или какой-то “гопский” сленг (philologist);
5. Не знаю. Звучит как название населённого пункта (non-philologist).

The sum of the experiment is provided in my report. The results of the analysis can be used in lexicographic description of oral speech.