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Abstract: In the modern world, there is an active introduction of information technologies into the educational process, and the formation of informative and communicative competences of future schoolteachers is a pressing issue in educational theory and in the practice of education. This article discusses the features of the formation and the main directions of the problems of using information and communication technologies in modern foreign language education and the main directions of the problems of using information and communication technologies in modern foreign language education.

Keywords: informative and communicative competence, information and communication technology, foreign language education, future teachers, information technology.

Introduction

Modern foreign language education in the era of informatization and global communication can be characterized by the process of active implementation and use of information and communication technologies (ICT), providing access to global resources via the Internet; the use of e-learning tools in

the teaching process, enabling the use of audiovisual information and information interaction between the teacher and students.

Formation of a certain set of competencies in students is a necessary condition for ensuring professional mobility, acquisition of modern means of obtaining,

processing and using information in their professional activities.

According to Dmitrenko, pedagogical technologies in the organization of foreign language classes provides for the use of the Internet, elements of problem-based learning, as well as flexible changes in the learning process (projects, role-play and business games, business analysis) in the framework of classroom work [1]. Therefore, a modern teacher of a foreign language should not only possess knowledge of his subjects, but also be able to apply modern information technologies in his professional activity, which leads to a better assimilation of it. Therefore, the formation of future teachers of information competence is an important and urgent problem.

Definitions of the concept of information competence of the teacher devoted a large number of research. So, Vakhromova, Gershunsky, Raven, Rastyannikov, Kholodnaya interpreted the concept of competence as an assessment of the effectiveness of adult information education.

The purpose of this article is to consider the characteristics of the formation of informative and communicative competence of future school teachers through the use of modern information and communication technologies.

The development of ICT competence of teachers of social sciences and humanities has received close attention recently. Analysis of scientific studies allows us to conclude that

the definitions of the structure of ICT competence of teachers are multivariate. A. A. Elizarov understands the totality of knowledge, skills and experience of activities under the ICT competence, and it is the presence of such experience that is decisive in relation to the performance of professional functions [2]. Shilova and Lebedeva [3] define ICT competence as an individual's ability to solve educational, professional tasks using information and communication technologies.

At the end of the 20th century and the beginning of the 11th century, humanity entered a stage of development called the post-industrial or information society. Modern information and communication technologies created for the needs of the military-industrial complex in the XXI century led to revolutionary changes in all spheres of human activity and in the educational system as well. Today, informative and communicative competence as a pedagogical category is part of the professional competence of future teachers.

Information culture is an indicator of both general and professional culture.

Criteria of information culture are [4]:

- the ability to adequately articulate their need for information;
- effectively search for the necessary information in the totality of information resources;
- process information and create a new quality;

- adequately select and evaluate information;
- ability to informational communication;
- computer literacy.

The main objectives of the process of formation of ICT competencies are:

- competent application in the educational process of pedagogical software in the specialty;
- knowledge of the possible effects of ICT on the professional methodological system of education;
- the creation and use of their own programs in the conduct of the educational process in their professional and educational activities.

Modern information technologies in the education system largely determine its development. The quality of education, its accessibility are the basis for the modernization of the entire education system in recent decades. Without ICT, it is impossible to conduct Unified National Testing, webinars, distance learning, etc. Therefore, the use of information and communication technologies in the process of preparing future teachers is an integral part of modern foreign language education.

According to the classification of Lebedeva, in the conditions of informatization of education, the goals of professional training of a specialist are divided into three groups:

1. Meeting the requirements of the information society (related to basic user

skills in working with technical devices and software, using the Internet);

2. Dictated by the requirements of the pedagogical profession (providing design training, search and presentation of educational information using ICT). At the same time, the future teacher needs to prepare not only for the use of ICT technologies as a means of visualizing information, but also for a new type of learning activity that will be carried out in a computerized environment;

3. Ideological, associated with the requirements of the general culture of a specialist, dictated by the peculiarities of the development of modern society (the formation of information culture of the information pictures of the world among students) [5].

The use of information technology in education is associated with the problem of measuring learning effectiveness. Determination of the effectiveness of any method, technology training includes: measuring the achieved result, the cost of material resources and time to achieve it. The effectiveness of training is measured either by the results of tests in points, or by the results of testing as a percentage of solved problems. In this case, groups of students who used and did not use computer-assisted learning support are usually compared.

The process of formation of ICT competence of a teacher should be developing. The development of ICT competence is determined by the transition to

a new, more advanced level of competence. Considering various approaches to the levels (stages) of the formation of ICT competence of a teacher, the following options can be distinguished: *basic and subject-oriented level* (according to Elizarov) *basic, general professional* (according to Lebedeva and Shilova) *basic, in-depth, professional* (according to Gorbunov). Gorbunov and Semibratov suggest linking the levels of ICT competences with the compilation and division of competences between institutions of the system of additional professional education (using the principle of distribution). In this regard, they consider the minimum level as ICT-literacy, basic - as ICT-skill (medial competence), and professional level of ICT-competence - as the ability to use ICT in their professional activities [6].

We believe that the realization of the developing potential of information and communication competencies will be ensured if:

- organizational, pedagogical and didactic conditions for the realization of the development potential of information and communication technologies are defined;
- ensured the gradual development of ICT competence of the subject teacher;
- identified criteria and indicators of the effectiveness of the use of ICT in the process of modern foreign language education;

According to experts, the use of information technology in the learning

process can improve the effectiveness of practical training by at least 30%, the objectivity of monitoring students' knowledge - by 20-25%. Performance in the control groups, students using educational information technologies, as a rule, is higher on average by 0.5 points (with a five-point grading system). In particular, the rate of accumulation of vocabulary with computer support for learning foreign languages increases by 2-3 times [7].

The integration of ICT in the educational process provides ample opportunities for:

- students enter into live communication with native speakers, both in real time and with a delay in time;
- active involvement of students in the learning process and immersion in the language environment, which helps to overcome the language barrier;
- creative activity of students and the growth of their initiative in future practical activities;
- improvement of communicative and intercultural competences, without which it is impossible to have a profession at the level of international standards;

The use of ICT in the teaching of a foreign language today implies an automated knowledge test and training, which greatly facilitates the teaching work and allows you to trust the computer with all the routine work.

In this case, the teacher has more time for the conceptual component of the

educational process. In the new system of language training of future specialists in the field of intercultural communications, a model of culture of the people of the country of the language they are studying is being created. This contributes to the simulation in the classroom of the cultural space.

Polat notes: “New pedagogical technologies ... are unthinkable without the widespread use of new information technologies, computer technologies in the first place,” because it is “allow to fully reveal the pedagogical, didactic functions of these methods, to realize the potentialities inherent in them” [8, p. 14].

The opportunities offered by modern ICT are simply inexhaustible. Teaching intercultural communication involves creating an environment of real communication in the classroom, as well as the active use of a foreign language in living natural situations that can easily be created in the educational process with the help of ICT. The urgent need to prepare students for effective intercultural contacts at the level of everyday interpersonal communication presupposes the addition of foreign language proficiency with knowledge of cultural characteristics, knowledge of the nature of intercultural misunderstanding, the presence of practical skills and behavioral skills that together allow free understanding of people from other cultures [9, p. 14]. The introduction of advanced learning technologies into the learning process with the use of modern technical means best of all

contribute to the solution of this problem. In this regard, today the most relevant areas of research in this area are focused both on the development of theoretical aspects of using computers in language teaching (methodological problems, typology of computer learning materials, evaluation of the effectiveness of computer learning tools), and on the creation and practical use of computer science in the educational process. materials for various purposes, stages and language learning profiles [10].

The introduction of ICT in the process of learning a foreign language allows not only expanding the didactic possibilities of education, but also greatly enrich the learning process. A foreign language lesson is filled with new content, while students develop a creative approach to the world around them, their curiosity grows, and rational work skills are inculcated, which improves the quality of learning material. It should be noted that the modern theory of mastering a foreign language fits into the ideas of developmental education, since it focuses on the student's active work in mastering the language. The main trends in ensuring a high level of education in higher education remain the orientation of the teacher to the students' needs and the creation of optimal conditions for the training and development of students, which is largely facilitated by the inclusion of ICT in the educational process. When using ICT, it is easier for the teacher to carry out a student-centered approach to teaching

students, it is possible to more rationally organize the entire educational process, to make it natural, authentic and relevant to the contemporary needs of society.

In our understanding, the essence of the concept of “informative and communicative competence” includes: the ability to independently search and process information necessary for the qualitative performance of professional tasks, such as the ability to work in a group through the use of modern communication technologies to effectively accomplish the tasks set, and to self-development in the field of information technology, which is a prerequisite for continuous training and its own in professional activities.

Findings: In modern conditions, when information becomes a strategic resource for the development of society, and knowledge requires constant updating, it becomes obvious that modern education is a continuous process. For school teachers, this means a change of priorities in setting education goals: one of the learning outcomes and education should be the readiness of children to master modern information technologies and the ability to use it for further self-education. To achieve these goals, it becomes necessary to use in the practice of future teachers, different strategies for teaching children and, above all, the use of information technology in the educational process.

Computer training programs of the new generation help to solve the problem

associated with the education of a self-governing person capable of creative activity. In this regard, computer technology training has been enriched with the concepts of “learning through cognitive activity”, “learning through discovery”, “learning through insight”. The development of thinking is an integral component of the process of mastering the language. Students should be involved in active cognitive activity when conditions are created for the implementation of personal orientations [11]. Motivation serves as an internal driving force for the professionalization of a student’s personality, his self-development and self-realization in the professional-pedagogical field. Organization of creative search by the teacher to improve the organization of labor of students in the learning process involves the student’s understanding of the purpose of work, the ability to choose rational means and techniques, i.e. the ability to independently acquire knowledge and creatively work with information. This, of course, should have a significant impact on the effectiveness of educational work, and on the formation of a favorable environment in the educational team. The new concept of training competent specialists in the system of higher language education implies the creation in the educational process of optimal conditions for the disclosure of the student's personal potential, and digital and information and communication technologies are one of the tools for this.

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THE FORMATION OF PROFESSIONALLY-IDENTIFIED COMPETENCIES OF THE FUTURE TEACHER OF EARLY FOREIGN LANGUAGE EDUCATION

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Abstract: The content of the article is aimed at revealing the main approaches to form professionally-identified competencies of the future teachers. The importance of the development of professionally-identified competencies of teachers is determined by the fact that the teacher should respond to any changes in the social sphere, should be able to adapt to these changes. The article is intended for foreign language teachers, students, graduates, working on research in the foreign language teaching sphere.

Keywords: competence, professional competence, professionally-identified competencies, linguodidactic competence

Introduction

The entry of Kazakhstan into the European educational space requires a modernization and updating of the system of training future teachers in pedagogical universities. Formation of professionally competent teachers in teaching and learning, education and self-education, development and self-development in the conditions of developing technology, informatization, humanization of teacher education is one of the urgent tasks of pedagogical science. A subject of scientific debate is the issue of formation of professionally important

personality traits of future teachers, of models, ways and means of formation of pedagogical skills, maintaining stable mental properties and states to facilitate the effective implementation of current trends of the competence approach. The topicality of the research is based on the fact that the modern teachers should demonstrate the ability and exercise willingness to reform their professional and educational activities in accordance with the requirements of the new situation. This largely depends on the professional skills, professional competence

and moral and spiritual potential of the personality.

Many works on the nature of professional competency have been forwarded by philosophers, psychologists and pedagogues, including those of B.G. Anan'ev, S. R. Akh'tyrskii, L. I. Berestova, V. Vardanian, E. A. Vorotnikova, V. K. Zagvozd'kin, I. A. Zimnyaya, M. N. Karapetova, N. E. Kostyleva, A. A. Leontev, A. K. Markova, Dzh. Raven, A. V. Tikhonenko, I. Ukrainskii, A. V. Khutorskii, V. D. Shadrikov, Bezukladnikov K. E., S. E. Shishov.

The relevance of the competency-based approach and the difference compared the knowledge-based one is as follows: the

learning outcome of 'competency' conforms to the highest degree with the overall aim of education: to prepare members of society for active social adaptation, an independent choice of lifestyle, for the onset of working life and continuing professional education, independent study and self-development.

According to S. S. Kunanbayeva (2013) the competency model of teacher consists of 4 competencies: Intercultural Communicative Competency (ICC), Professionally-oriented Competency, Professionally-based and Professionally-identified Competencies (Figure 1).

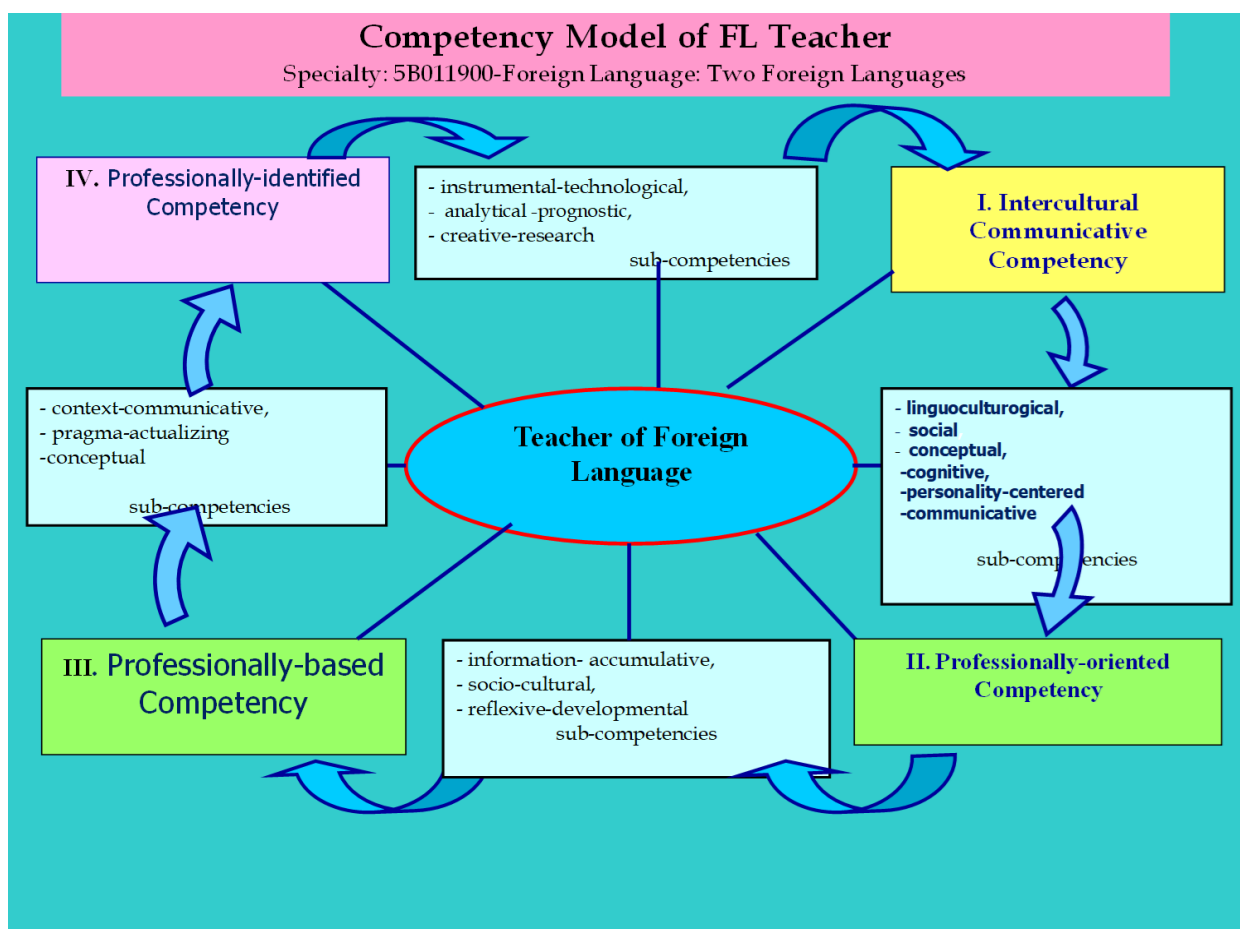


Figure 1. Competency Model of FL Teacher.

The Intercultural Communicative Competency (ICC) is directed towards forming an intermediary of intercultural communication. S.S.Kunanbayeva identifies ICC as an independent competency and the components of Intercultural Communicative Competency

are independent sub-competencies (the linguoculturological, the social and socio-culturological, the conceptual, the cognitive, the personality-centered, the communicative). The concept of “professional competence” includes the following basic features (Figure 2):

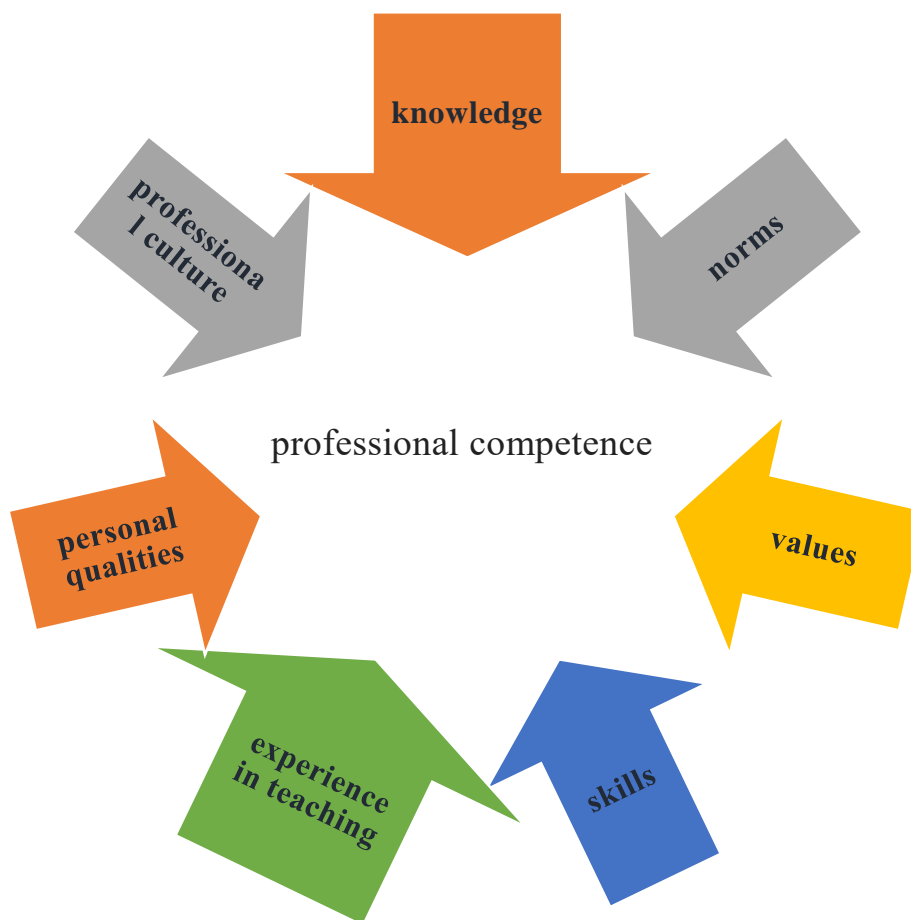


Figure 2. Professional competencies.

Speaking about general professional competencies, it should be noted that the Council of Europe has identified five key competencies that all young specialists should have, and also a foreign language teacher:

1) political and social competences - the ability to take responsibility, to

participate in group decision-making, to solve conflicts, to participate in the maintenance and improvement of democratic institutions;

2) competences related to life in a multicultural society, intercultural competences - accepting differences, respect for others and the ability to live with

people from other cultures, languages and religions;

3) competences related to the possession of oral and written communication, - mastering more than one language;

4) competences related to the increase in the informatization of society - involves the confident and critical use of Information Communication Technology for work and communication: the use of computers to store, assess, produce, present and exchange information and communicate and participate in collaborative networks via the Internet.

5) the ability to learn throughout life - as the basis for lifelong education in the context of both personal and professional and social life.

In order to reveal the essence of the linguodidactic competence of foreign language education specialist, it is necessary to understand what is the specificity of this science as methods of teaching foreign languages, what place does it occupy in the professional activity of a modern specialist.

The linguodidactic competence of the future foreign language teacher is a psychological growth formed by the disciplines of the subject and psycho-pedagogical blocks, which includes along with the cognitive and behavioral aspects of a long-term readiness for the professional activity of the future foreign language teacher as an integrative property of the

individual. With the development of professional competence of a foreign language teacher, it is enlarged and integrated with other competencies, manifesting itself in a new capacity presenting a spiral of dialectical development, providing the subject with the opportunity to set meaningful goals, to take risks, to approach the problem in a flexible, creative way and get a result.

The specific role is given to the development of linguodidactic competence as integrative personality characteristics, including subjectivity and professional qualities, formed on the basis of the main and additional specialist competencies of foreign language education.

The linguodidactic competence includes a number of components:

- motivational competence – starting with the question of why people decide to become teachers, there are two reasons for choosing a teaching career: extrinsic motivation – status, financial advantages, leisure and intrinsic motivations – enjoyment of working with young children, subject interest;
- cognitive competence - prior learning that facilitates new learning;
- metacognitive competence - self-regulation of learning and use of learning strategies;
- organizational competence - the ability to plan, control and facilitate interaction in the classroom that is appropriate to the activity

and promotes learning and takes into account different needs and abilities of learners;

- diagnostic competence - theoretical and practical readiness of a teacher to carry out diagnostic activity, to solve professional problems arising during the pedagogical activity and helps to professionally identify the problems of students' personal development, knowledge gaps and what has caused them, reasonably choose the educational content and teaching methods;
- communicative competence of a teacher provides contacts, cooperation, joint activities, interaction and, finally, the system of relations;
- design competence - must be capable of designing lesson plans to meet student needs and cover the standards. This requires knowing how to choose and create instructional materials to accommodate students at different levels;
- creative competence – be able to carry out innovative teaching, to choose the most efficient methods, technologies, to competently support the creative development of their educates;
- reflective competence - up-to-date mastery of theoretical knowledge and practical experience within their field of activity.

In the process of learning, professional linguodidactic competence is formed in students of a language university, which is

manifested in the competencies listed above, which are interrelated and interdependent.

Measures to assess the development of teachers' competences are important. The tools and techniques deployed in assessment systems are several and diverse, and can be chosen to fit the national context.

Formative assessment tools and techniques include:

- regular meetings with principal or other staff – reviews of competences,
- self-assessment,
- critical friends groups,
- peer review,
- individual development plans (for a review or for auto-evaluation),
- classroom observations by peers (for positive examples),
- video analysis (filmed lessons),
- written reflections/narratives,
- reports,
- portfolio (inputs/outputs),
- action research (self-reflection),
- student/parent feedback.

Summative assessment tools and techniques include:

- examinations,
- classroom observations,
- video,
- essays,
- testing,
- portfolio (showcase – i.e. displaying evidence of achievement/ qualifications/ outcomes).

Our practice of working at school has shown that, in addition to the above-mentioned competencies, a foreign language teacher should have certain professionally significant qualities:

- confidence in herself and her ability to organize work with the class in such a way that it will directly affect the communicative competence;

- justifiable demands on the students, kind-hearted, polite and responsive attitude towards them;

- emotional stress tolerance, hyper tolerance;

- the predominance of a democratic style of communication with schoolchildren, colleagues, school administration, and with parents;

- the presence of a broad outlook, knowledge of regional geographic material, knowledge of culture and history;

- the ability to instantly respond to the current situation, the ability to rebuild a lesson depending on the level of linguistic training of the class, optimally select ways of its effective resolution;

- the presence of an elegant pedagogical image (which includes the speech culture of a teacher of FL,

appearance, hairstyle, makeup, facial expressions, gestures, demeanor).

Linguodidactic competence of a specialist in foreign language education is one of the main components of the professional competence. This competence is an integrative characteristic of an individual, aimed at the formation of a complex of basic and key competencies of a foreign language activity based on the transfer and acquisition of knowledge about a foreign language in the course of a complex system of interaction between teacher activities and student activities.

Therefore, the psychological and pedagogical control of the process of formation of professional competence of students opens up new possibilities for optimizing the learning process, modernizing technologies of acquiring new knowledge and the development of pedagogical creativity of future teachers, achieving peaks in their professional activities. Thus, to achieve the goal of forming professional competence of future teachers at a pedagogical university it is necessary to create conditions and ensure the full intellectual, social and moral development of the teacher.

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E-LEARNING: VARIOUS ASPECTS OF INTERPRETING THE TERM

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Abstract: The article is devoted to the analysis of the term "e-learning", which is widely used in the academic and most scientific fields. This term refers to common, but at the same time, specific lexis. This paper examines the term e-learning from two perspectives: on the one hand from a narrower, technical point of view and on the other hand from a wider point of paradigmatic view. The formation of an accurate dictionary allows researchers and specialists in this field to communicate clearly and concisely with each other. Currently there is no such an accurate dictionary in the field of e-learning and e-education. This work considers various frequently used definitions of e-learning from the point of view of etymology, reveals specific characteristics and analyzes problems of definition inaccuracies. Furthermore, this article examines the relationship of the lexical units making up this term. This is the very concept of "learning" and the meaning of the term "electronic." Each of them, in turn, is defined, and the concept of e-learning is derived and classified.

Keywords: e-learning, learning, electronic, learning management system (LMS), contact, virtual, multimedia, portal, online, user.

Introduction

Accurate and precise definitions of scientific concepts are necessary for communication in certain areas for teachers, instructors, students and, in particular, for researchers who must build operational definitions. However, in the field of e-learning, such a separate, common dictionary does not exist yet, in spite the fact that the sphere has its unique history of development

and the corresponding scientific and theoretical base. As technology evolves, the definition of what is meant by e-learning continues to change. The words "e-learning" and "electronic education" came into our usage relatively recently, and we still tend to perceive them as neologisms.

Despite the existence of numerous studies, the intensive development of

lexicography, qualitative changes in the English-language vocabulary in the field of higher education, programmed by modern trends and processes, are still not well understood. This is undoubtedly due to the integration of information communication technologies in the educational process. In particular, the development of digital educational products leads to the attraction of new words to the sphere of English vocabulary of higher education, as well as new meanings from various pedagogical, sociocultural, scientific and technological contexts.

These are words such as: e-learning, computer-assisted learning, blended learning, virtual university, open university, learner-centered / teacher-centered approach, distance learning and others. In this regard, the English-language vocabulary in the field of higher education can be viewed as a kind of open system (V.I. Tuzlukova, 2002), which is based on integrative trends fixed in modern English in the world system of higher education; integration processes, complementarity of various scientific fields. Perhaps this study will contribute to a clearer definition of the vocabulary in the field of e-education, its main and specific characteristics, structural and semantic features and its functions and categorization.

Today, speaking of e-learning, we most often mean learning using web technologies. With the spread of the Internet in the 90s of XX century. Web-based learning is widely

used. Now you can download training materials sites, most often in the form of text or images. Initially, users on these sites could not comment on materials or create content. Later this principle of organization was embodied in the LMS (Learning Management System), which allows the teacher to organize the course content according to a standard scheme, including the division into lessons, modules (Prensky M., 1998)

According to various sources, the original term e-learning as a contraction from “electronic learning” was used for the first time in the interval between 1997 and 1999 in the USA. His introduction is attributed to specialists such as Elliot Maysi and Jay Cross (Sangrà, Vlachopoulos D., Cabrera N., 2012). We believe the productive approach of Y. B. Ruby, using in his text only the original English term. In the same text, the author poses the problem of finding a “unified e-learning platform” (Rubin Y.B., 2006), which is consistent with the task of standardizing and analyzing the technological foundations of e-learning.

E-Learning was defined by many researchers. Waterhouse (2003) defined it as a medium of computer technology that could be utilized to develop the application of learning and teaching. Moreover, The European Commission (2001) defines e-learning as “the use of new multimedia technologies and the internet to improve the quality of learning by facilitating access to resources and services as well as remote exchanges and collaboration”.

Using a narrower concept, Rosenberg (2001) stated that e-learning permits data saving, sharing and updating while Horton (2006) believes that e-learning allows the building up of “learning experiences of information and computer technology”. It is important to note that all definitions agree to the fact that e-learning involves using computer technology to facilitate and enhance learning. E-Learning in this paper refers to all digital tools, online instruments, virtual leaning environments, applications and resources that are used by institutions to enhance teaching and learning and to motivate students’ independent learning.

To conduct original, meaningful research, a working definition framework is required. Terms and definitions should be consistent. In order to make significant progress in e-learning research, definitions must be semantically as well as promptly coordinated within and between articles. To highlight the current state of research, consider some of the definitions of e-learning, which are representative of our observations. The definitions discussed below can be classified into the following categories:

Technology-oriented definitions - this category mainly includes definitions from private companies and some scientists who emphasize the technological aspects of e-learning, presenting its remaining characteristics as secondary. Representative samples of this category include the following: «E-Learning it is the use of

electronic media for a variety of learning purposes” (Guri-Rosenblit, 2005); «E-learning means to take an online course using a modem, wireless or cable connection to access course material using a computer, telephone or portable device» (Governors State University, 2008); «E-learning is distance education through distance resources (courses)» (Marquès, 2006); «E-learning is the use of technology to provide educational and training programs » (E-learning portal, 2009).

Definitions, focused on the delivery system - this category represents e-learning as a means of access to knowledge (through teaching or learning). In other words, the focus of these definitions is the availability of resources, and not the results of any achievements. Characteristic examples of this category will be: «E-learning is an online education, characterized as independent or delivery of training and education in real time and via the Internet to the end user of the device» (Lee & Lee, 2006); «E-learning is the delivery of e-learning, training or an e-learning program» (Li, Lau & Dharmendran, 2009); «E-learning is defined as a delivered education, or training which is conducted using web technologies. » (Liao & Lu, 2008).

Communication-oriented definitions - this category considers e-learning an instrument of communication, interaction and teamwork and defines secondary roles for its other aspects and characteristics. Typical examples of such definitions, which come

mainly from the academic and communicative spheres, include the following: «E-learning is a learning based on information and communication technologies for pedagogical interaction between students and content, students and teachers, or among students via the Internet» (González-Videgaray, 2007); «E-learning - training that promotes the use of digital tools and content (content), which include some form of interactivity (interaction) or may include online interaction between a student and a teacher or peers» (Ministry of Communication and Technology of New Zealand, 2008).

This category defines e-learning as a new way of learning or as an improvement to the existing educational paradigm. Most authors belong to this category of work in the field of education. Some of the most typical examples of such definitions include the following: «E-learning is a broad combination of processes, content and infrastructure for using computers and networks to scale and / or improve one or more of the essential parts of the learning cost chain, including management and delivery» (Aldrich, 2005); «E-learning is defined as information and communication technology used to support students to improve their learning» (Ellis, Ginns & Piggott, 2009); «E-learning refers to educational processes that use information and communication technology to be the link between synchronous as well as asynchronous teaching and learning activities» (Jereb & Šmitek, 2006).

According to Chaklikova A. and Kulgeldinova T., the formation of intercultural and communicative competence in terms of informatization of foreign language education is characterized by a high degree of efficiency, since the latest information and communication technologies, supporting the integration trends of knowledge of the laws of the subject area of foreign language education and information and communication processes, provide an effective organization of cognitive speech-thinking activity, the formation of socio-cultural background, the organization of the process of language disclosure as a mediator of cultures that is ultimately aimed at developing learners' personalities, raising his creativity, capacity to an alternative way of thinking.

The definitions of e-learning are diverse, in which one or another technology or a feature of the educational process is involved. All of them are true, since each of them reflects a particular goal pursued when using e-learning, uses certain technologies, or aims to implement the chosen format of training. Some definitions are less specific because they have no effect on the student and simply describe the existence of a program in which, apparently, there can be no learning at all.

Analyzing the meaning of “e-learning”, let us pay attention to the second word - “learning”. In each textbook of general psychology and pedagogical psychology there

is at least one definition of learning. Most of these definitions are similar in many aspects, but are quite varied in details to confuse. Taking into account these multiple perspectives and synthesizing these points, our proposed initial definition of the concept of learning is as follows: learning is the improvement of knowledge and behavior opportunities as a result of experience. We find that this definition is poorer, but includes behavioral and cognitive psychological perspectives. It defines learning as a positive change over time, improvement of the ability to learn, act, or both as a result of personal observation or interaction with the living world. This is a dynamic process: learning does not occur in isolation. Training is not limited to time, it is permanent. Personality changes as soon as it learns something, it will never be what it was before, no matter how small or trivial the learned lesson was. However, this definition is incomplete for our purposes. This definition of "learning" is a reasonable synthesis of those definitions referred to in the textbooks, but it lacks some important details to consider; in particular, there is no information about what limits learning, for example, the society or social context.

Education "learning" occurs in a particular situation. Between the situation and the student is constantly changing dynamics. Situational effects are as diverse as the number of individuals, and as specific as the individual, are in themselves unique. The

person also changes as a result of experience with the situation, and the student can take actions that influence and change the situation. Thus, the complexities of learning lie not only in the individual, but also in the complex dynamics of the interaction between the student and the situation. Therefore, learning is the improvement of knowledge and behavior opportunities as a result of mediated experience, which is limited to interacting with the situation.

For learning there is more than one goal. Recognizing that learning is an ongoing process that occurs wherever and whenever a person is susceptible, there must be a place for different learning objectives (different learning intentions). In the end, learning situations can be formal (contrived) or self-directed in everyday conditions (naturalistic). Training can occur by design, or it can happen by chance. Therefore, bearing in mind these possibilities, the authors propose three main subcategories of training: 1) edification (instructions): goal-oriented training; 2) research: without goals; and 3) randomness: unintended learning.

Edification (instructions): goal-oriented learning - when we talk about schooling. This is an educational model. In this type of training, which we call instruction, there is a student and instructor. The instruction is target / goal oriented. The defining characteristic of this subcategory is the interaction of students and instructors. In this context, students can accept either work

results or learning goals, which leads to different dynamics in a given classroom.

Research without goals - this type of learning is itself / internally directed towards personal goals and interests. It is much more informal and is usually not related to the interaction of the teacher and the student.

Randomness is considered as unintended learning - learning happens simply because a person is confronted with information. Passively watching television, surfing the web, these are daily examples of this type of training - when a person is engaged in viewing reading, information is non-linearly absorbed by attracting one or another detail presented on a page that is not related to the user's initial goal.

Thus, learning is an improvement in knowledge and / or behavior opportunities as a result of mediated experience limited by time and / or distance, so that the student does not share the situation with what he is learning. From this definition of learning

follows our definition of e-education. E-learning is a formalized learning, where the temporal / geographical situation limits learning without providing personal contact between student and teacher, without requiring synchronous interaction between the participants of the process.

It is hoped that this proposed definition of e-learning, analysis, discussion and refinement of meaning is a necessary step in the development of e-learning as a scientifically researched object from a linguistic point of view. The formation and development of e-learning is closely related to both the development of innovative technologies and society as a whole. The role of the teacher is also changing, which turns out to be practically equal to the students in the modern world of accessible information. The development of e-learning, reflecting changes in society, offers to think about the new educational context of scientific analysis and research.

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THE ROLE OF METAPHORS IN ADVERTISING DISCOURSE

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Abstract: The article draws attention to the role of metaphors in advertising discourse. Metaphor is not only considered as an artistic device that is used in literary works. Metaphors are omnipresent in all spheres of human life. People often use metaphors in speech because they help them to express their thoughts briefly and accurately. Our ordinary conceptual system through which we think and act has an absolute metaphorical essence. Seventy percent of our speech consists of metaphors. Metaphor is the main argumentative figure in advertising discourse. Metaphor is not only a device of expressive speech, but also an effective means of persuasion. It is quite natural that today in the advertising industry people often use metaphors, since it can help not only to describe the advertised object, but also to manipulate the human mind. It affects the will and the feelings of consumers; it motivates them to act. It has the crucial role in urging consumers to buy an advertised product.

Keywords: advertising, metaphor, metaphorization, cognitive process, discourse, artistic device, trope, communication

Introduction

In XX century there was an increase of the interest of researchers to the problems of language and culture, or more precisely, to those linguistic mechanisms that help to ensure the integrity and continuity in culture. The booming interest in metaphor that began in the middle of the last century does not subside until now, and the flow of publications on this subject continues to grow not only abroad, but also in our country. If

earlier metaphor was beyond the scope of cognitive function of language, now it has become an integral part of the research in the field of reconstruction of the cognitive process inside a variety of forms of human thought because they all are eventually realized in language through different mechanisms of meaning change.

Recently, we have observed the increased interest in the description of

metaphors in different types of discourse. The term “discourse” is frequently used in modern science. There are a lot of scientific works dedicated to its study. However, there is still no certain definition of discourse. The different scientists examine it differently.

In this study, discourse is understood as the cognitive process connected with the actual speech production, the creation of speech product, i.e. a text that appears as an end result of speech activity poured into certain complete and fixed form. In other words, the notion “discourse” is connected with the analysis of the speech structures fixed both in the static and concrete dynamic manifestations that reflect the character of the representation of the participants of this event, their knowledge, the developed situation of communication; the term “text” is connected with the analysis of the language segment exactly as the product of cognitive speech activity. The advertising material is the fertile material in which it is quite clearly shown the specificity of discourse and text that is connected with the huge energy potential of the latter.

The advertising communication should be definitely determined as a type of social communication because outside the human society the existence of advertising is unthinkable. The advertising communication through the human values and norms influences the formation and change of outlook of individuals and social groups. It is a factor contributing to the uniformity of

needs, values and beliefs of society that is a factor of stability of the current social and cultural environment, and also a factor that causes the changes in the worldview and society in general.

Advertising is a complex and unique form of communication. It is built according to its laws, the rules of development and management. It has its own specific language. Therefore, there is always an unflagging interest to this type of discourse, its manipulative methods and the techniques of meaning transmission.

The advertising text is an example of the most efficacious use of language means. The important requirement for advertising texts is the maximum of information with the minimum of words. At the core of the creation of advertising texts there are two trends: the compactness, the pithiness of expression and expressiveness, the capacity of information. In most cases advertising does not only inform the reader, but also forms his bright advertising image through the system of figurative and expressive means of language.

It is known that person thinks metaphorically, he is not in the isolation from the metaphors that envelop our everyday life [1, p.235]. It is connected with the fact that in any discourse there are constituents of the figurativeness of picture of the world and the elements of poetic thought. Advertising discourse is not an exception.

Metaphor is not only a device of expressive speech, but also an effective means

of persuasion. As the expressive language means, metaphor surprises with its uniqueness, helps to overcome the passivity of perception, represents the information very compactly, thus, contributes to its better memorization and strengthens the impact. The researchers G. Lakoff and M. Johnson paid attention to the most significant properties of metaphor as a means of speech influence many years ago. In their work "Metaphors We Live By" they note that metaphors get into our thoughts (we think metaphorically) and our actions (the trope tells us a certain type of behavior) [1, p.227].

Metaphor is often regarded as a cognitive process. Metaphorical meaning has a complicated character and occurs as a result of conducting a whole range of processing procedures of knowledge. In the cognitive terms, the process of metaphorization is close to the model of thinking by analogy, which is based on an idea of the transmission of information or knowledge between two conceptual domains: source and target ones. The conceptual domain (source domain of cognitive interpretation of metaphor) and its elements (meanings and the combinations of meanings) form a metaphorical model.

According to I. M. Kobozeva, metaphor is a multifunctional object [2, p.135]. Besides the aesthetic, activation, cognitive functions of metaphor, there is also an argumentative one. The combination of all these functions allows us to conclude that in the communicative situation metaphor is an

important way of influencing the mind, feelings, desire and will of the addressee.

It is quite natural that today in the advertising industry people often use metaphors, since it can help not only to describe the advertised object, but also to manipulate the mind of the consumer. According to A. P. Chudinov, a man not only expresses his thoughts using metaphors, but he thinks metaphorically. A person with the help of metaphors creates that world in which he lives [3, p.52]. In turn, A. V. Prokhorov claims that at the basis of metaphor there are not the meanings of words but the concepts, which are developed in the human mind [4, p.102]. This type of metaphor based on concepts is called a conceptual one. According to A. V. Prokhorov, the distinctive feature of these metaphors is that they are based on stable correspondences between the original conceptual domain and the new conceptual domain that are reflected in the cultural and linguistic traditions of the society [4, p.103].

In the language of advertising metaphor occupies a dominant position: it affects the will and the feelings of consumers; it motivates them to act. With the help of metaphors only the necessary and positive characteristics and peculiarities of product or service are actualized. This makes the process of the objective assessment difficult for consumers.

The peculiarity of the use of metaphors in advertising texts is that they suggest a

certain opinion without evidence, with their help commonly accepted values are presented as ready, hardly refuted arguments. So, metaphor is the main argumentative figure in the advertising text.

As it is known to everyone, the use of metaphor in advertising discourse helps increase the expressiveness of speech. Giving the advertising text expressiveness, originality, imagery, metaphor performs its main role - to attract the consumers.

Advertisers use metaphor as a tool with which they can construct a composition of advertising, convey its meaning.

Let's take as an example the advertising of medicines:

In Russian:

"Ferveks – bystraya pobeda nad boleznyu!";

"Coldrex MaxGrip – silneye drugikh lekarstv ot grippa i prostudy. Novyy Coldrex MaxGrip – sokrushitelnyy udar po grippu!"
[5, p.98]

In English:

"When a cold takes for a throat"
(Strepsils)

This is not an exhaustive list of examples that shows how in advertising of medicines the metaphorical image of the enemy is used. Almost all the slogans contain the idea of fighting with the enemy, which is presented via the military terminology. The analysis of collected examples allows to single out a number of metaphors that are compatible with each other:

a. illness is an enemy;

b. treatment is a struggle with the enemy;

c. medicine is a weapon.

The compatibility of metaphors means that they form a common image. In this case, such a common image is the image of war.

The medicines-weapons "protect us from cold and flu", "inflict crushing blows", and "hit exactly at the target". People unwittingly get the feeling of the necessity and inevitability of the struggle for their own health with an invisible enemy. The video material can complement and enhance the image of the enemy. For example, in advertising of "Linex", the enemy (the cause of the disease) is presented in the form of the protesters with the slogan "Dayesh revolyutsiyu v zhivote!", "Diareya kazhdyy den! [5, p.98]" The mythical enemy gets the external appearance. The feeling that the treatment is the struggle with the enemy is supported by the fact that the movie ends with audio message "Revolyutsiya v zhivote otmenyayetsya! [5, p.98]"

The use of metaphors in this case does not have a purpose to receive new knowledge. From our own experience, we all know well what the disease is, and to explain in advertising that to be ill is bad, that any illness requires treatment, is not necessary. Therefore, in this situation, the representation of the disease as the animated enemy can be explained by the fact that with the help of metaphor the properties of the source (i.e.

enemy) and those associations, which are caused by the thought of the enemy and fight with him, are projected on the object (the familiar situation of the disease).

The metaphor of the struggle against the enemy is also used in the advertising of toothpastes and chewing gums:

In Russian:

“Oni nastupayut, karioznyye monstry!” (Orbit for kids);

“Tolko Colgate Total boretsya s dvenadtsatyu problemami zubov i desen 12 chasov!”;

“Dirol zashchitit vashi zuby so vkusom!” [5, p.98]

In Spanish:

“12 horas protección anti-bacteriana” (Colgate Total);

“12 h pro-guard. Protección contra la placa bacteriana incluso después de comer y beber” (Colgate Total).

The only difference between the advertising of toothpastes and chewing gums and the advertising of medicines is that, in addition to the image of “fight against the enemy”, the advertising of the means of dental care uses the specific products with positive emotions:

“Orbit Zelenaya Myata – samaya vkusnaya zashchita ot kariyesa!” [5, p.99]

The abundance of examples of advertising in which the metaphor “DISEASE AS AN ENEMY” is used, shows that this way of presenting the situation is sufficiently stable in the advertising discourse. Based on

that, it can be concluded that the use of metaphor in advertising text affects the perception of the already known situation.

It is known to everyone that, in comparison with men, women are more likely to perceive the message at the emotional level, so the advertisers affect women's emotions promoting cosmetic products:

“Morshchiny – ya ikh atakuyu! Uprugost – ya eye snova zavoyevyayu!” (L’Oreal cream advertisement);

“Lavere. Natural Skin Renewal Solution Fight the signs of Aging” [5, p.99].

“Superhidratación, superfijación y su superprotección durante horas gracias a su superfórmula” (Lipstick).

In 1991, the cosmetics company of mascara for eyelashes and eye shadows released an advertising slogan *“Maybe She's Born With It. Maybe It's Maybelline”* [5, p.99]. It implements the principle of comparison; the cosmetic product is compared with the beauty given to human by nature. For the advertising discourse the use of conceptual metaphor “COSMETICS is like NATURE” becomes a lucky godsend because it has an implicit character, raising the question of that everything beautiful by nature can be achieved or emphasized with the help of Maybelline cosmetics firm, the effect of which is sometimes so difficult to distinct from the natural one. An example of an advertising slogan of the American food company Mars is *“A Mars a day helps you work, rest and play”* [5, p.99]. In this situation

it is necessary to go from the fact that Mars is “something good”, of high quality that allows maintaining the vitality. In the slogan clearly sounds the English proverb “An apple a day keeps the doctor away”. In Russian we have similar proverbs that show their universality in Slavic and German languages: “*odno yabloko na uzhin, i vrach ne nuzhen; v den po yabloku syedat – zdorovye sberegat*” [5, p.99]. So in the original slogan sweet product saves us from the disease because during an illness we are not inclined to play, to work. This example allows us to speak about the conceptual metaphor “MARS is MEDICINE”.

The advertising discourse creates a lot of metaphors. That is why, we need special classification for them. Based on the views of E. B. Kurganova, we can name the following types of metaphors in advertising [6, p.48]:

a) Organism metaphors. They are normally created on the basis of the words “life”, “health”. These metaphors often appear in the advertising of cosmetics, perfumes, medicines. For instance, “*Vdokhnite zhizn v vashi nogi*” (“Venitan-gel”), “*Aromat zhizni*” (the body spray 8X4), “*Share moments. Share life*” (Kodak), “*Mabe. La marca de la multimujer. Simplifica tu vida*” (the household appliance “Mabe”). The creators of advertising of “Garnier” and “Blackpearl” tell us about the “vital force” that fills the skin after application of the cream. Here we can also include the following slogan: “*Teper u zdorovia dva vkusa:*

svezhaya myata i limon” (the toothpaste *Blend-a-med*).

b) Architectural metaphors play an important role in advertising. They are constructed using the words “house”, “window”, “restructuring”, and “foundation”. This type of metaphor is common since the days of Karl Marx who divided the society into the basis (foundation), the various structures (superstructures), bearing supports, blocks and hierarchical stairs. When it comes to some reorganization of the society, the changes in the socium, we actively use the term “*perestroyka*”. Especially the metaphor “*Okno v Evropu*” is very popular in advertising. There are a lot of firms that implement surfacing materials and furniture companies that bear this name. In Spanish we have such metaphor as “*Reconstruyamos la educación pública*” that is used in the campaign against the reforms in the sphere of education.

c) Transport metaphors are connected with the words “way”, “steps”, “movement”, “aspiration”. This type of metaphor is quite common in the advertising of various products and services. For example:

In Russian:

“*Legkiy put k krasote!*” (cosmetics “Oriflame”);

“*Vash put k sovershenstvu*” (the devices of the French company “Zhezann”);

“*Myusli-batonchiki Corny – vash put k zdorovomu obrazu zhizni!*”;

“*Muzhskoy put k uspekhu*” (the magazine “Men's Fitness”) [6, p.48].

In Spanish:

“*Adelántete a la Navidad. Como siempre a tu lado desde 1987*” (Milar)

In English: there are also such transport metaphors as: “the path to success”, “the first step on the road to riches”, “the movement toward the goal”, etc.

d) Metaphors connected with vehicles (“*Noveysheye sredstvo protiv stareniya Vashey mashiny... Dlya zdorovia motora*” (the engine oil “U-Tech”), “*Shchuchiyy vnedorozhnik*” (a jig Rover Stringer), “*Mashina vremeni*” (the watch Swatch) [6, p.48];

e) Initial and final metaphors that transmit the idea of the beginning, the end, the middle of process using the words “start”, “finish”, “overture”, “prelude”, “source”, “top” (“*Istochnik Vashego vdokhnoveniya*” (“Ecco”), “*Istochnik energii dlya aktivnoy deyatel'nosti Borisa!*” (the feed “KiteKat”), “*Fitolaks – fruktovyiy klyuch ot vsekh zaporov*” (Evalar); “*Este es el principio de todas tus metas*” (“Enjoy! Aldehuela” ocio de deporte) [6, p.48];

f) Magical metaphors that use the words “magic”, “fairy tale”, “sorcery”, “transformation”, “miracle” creating an appropriate atmosphere around the proposed product or service (“*Zimnyaya skazka*” (the powder “Deni” with the scent of pine needles and tangerines), “*Ispolneniye zhelaniy*” (cosmetics “Vorozheya”),

“*Perevoploshcheniye nezhnosti*” (the perfume “Clinique”) [6, p.48];

g) Evaluative metaphors. They normally create an aura of lightness, freshness or, vice versa, the strength and endurance around a certain type of product or service, evaluating (more often positively) an advertised object.

In Russian:

“*Legkaya svezhest i chistota*” (the body spray “Chistaya liniya”);

“*Svezheye dykhaniye*” (the mouthwash “Colgate”);

“*Legkost khlopka*” (the body spray “Rexona”);

“*Blestyashchiy rezultat*” (the means for cleaning ovens and stoves “Faberlic”);

“*Legkost, operezhayushchaya vremya*” (the cigarettes “Kent”) [6, p.49].

In English:

“*Shining protection of your footwear*” (“Kiwi” cream);

“*Fresh decision*” (Chewing gum “Mentos”);

“*Stunning on the outside, beautiful on the inside*” (“Siemens” refrigerator).

In Spanish:

“*Fanta, fantástico refresco*” (Fanta)

h) Abstract metaphors connected with the use of bright, often abstract foreign words such as “symphoniya”, “feiyerverk”, “melodiya”, “garmoniya” and others. For instance: “Symphoniya VIPLAST” (the windows “VIPLAST”), “Garmoniya klassicheskikh cvetov i chistykh liniy” (the watch Skagen Denmark) [6, p.49];

i) Aqua metaphors. They are connected with the use of words on the water theme: sea, ocean, drop, falls, etc. This type of metaphor is most typical for advertising of goods or services connected some way with the following basics of metaphorical expressions (the trade of marine products, fishing devices, the water technology, etc.). However, it is not obligatory. It can be proved by the following examples:

In Russian:

“More blazhenstva dlya tebya!” (the shower gels “Fa” with sea minerals);

“Na volne udovolstviya” (the drink “Coca-cola”);

“Zelenaya volna svezhesti dlya dlinnogo dnya i sumasshedshey nochi” (the body spray for men 8X4) [6, p.50].

In Spanish:

“La mar de ventajas” (Automóvil)

j) Metaphors connected with natural phenomena. They use as the basis for the potential metaphorical utterance the words that define the natural phenomena: rain, wind, hurricane, volcano, etc.

“On nakroyet tebya uraganom uletnoy svezhesti” (the shampoo “Head&Shoulders”);
“V zhivote uragan? Prinimay “Espumizan”!” (the medicine) [6, p.50].

k) Scale metaphors. They are connected with the words “world”, “universe”, “planet”.

In Russian:

“Planeta elektroniki” (the electronics store);
“Mir zhelaniy, mir vozmozhnostey” (the juice J7);

“Okunites v mir SPA” (the shower gel “Palmolive Thermal SPA”);

“Solnechnyy mir zdorovia” (the vitamins “Sana-sol”) [6, p.50].

In English:

“4G World Welcome to Anywhere” (4G Internet).

In Spanish:

“Estudia con nosotros el mundo del conocimiento” (Universidad de Salamanca).

l) Acoustic (audio) metaphors include the words representing any manifestation of the voice activity of man or animal (whisper, cry, scream, etc.): *“Zov svezhesti!”* (the body spray “Fa”), *“Aromat schastyia”* (Le vie est belle Lancome) [6, p.50];

m) Sensory metaphors. They are based on the words containing the direct or indirect assessment of gustatory, tactile and other senses. The spectrum of basic words for this type of metaphor is quite broad: taste, aroma, smell, touch, etc. Note that the word “taste” is especially popular in the advertising of food products:

In Russian:

“Chay so vkusom leta” (the drink “Nice tea”);
“Prikosnis k iskusheniyu” (the mobile phone “Samsung Kh-100”) [6, p.50].

In English:

“The holiday of taste” (Coffee “Elite”);

“The sign of good taste” (Lipton Tea).

In Spanish:

“Siente el cosquilleo. Saborea el momento. Siente el sabor” (Coca-cola)

Thus, we examined the basic types of metaphors that operate in advertising texts. As can be seen from the examples, this trope attracts our attention arousing positive emotions in the recipient, creating an attractive image of the goods.

Metaphor forms beliefs of target audiences in the right direction. In the process of its perception there is a kind of start-up of necessary associations. The audience is involved directly in the empathy of situation or experience of emotions that arose in connection with the situation presented in advertising. It is the power of emotional impact that ultimately determines consumer choice.

Thus, metaphor attracts and holds the attention of the recipient; it saturates the text by the expressive images that are capable of being permanently stored in memory, affects the associative thinking of the target audience. Being one of the instruments of influence and sometimes of manipulation of consciousness and thought process, metaphor acts as a sealant of information. The imagery of metaphor allows visually reflect the specifics of the national perception of the world, not only to call the phenomenon of reality, but also to qualitatively evaluate it, to determine the level of compliance of promotional product with the expectations and demands of the consumer preparing him for the role of an active participant of communication.

As we have already seen, one of the most significant peculiarities of the modern

advertising text is its metaphoricity. Traditionally, metaphor is regarded as one of the types of rhetorical figures, or tropes, which are used to “decorate” speech, to make it more expressive. During our investigation we have analyzed 200 advertising texts (banner advertising and fliers) in English, Russian and Spanish, 53 of which used metaphor as a stylistic device.

Evaluative metaphors

In Russian:

1. “*Legkaya svezhest i chistota*” (Body spray “Chistaya liniya”);

2. “*Svezheye dykhaniye*” (Mouthwash “Colgate”);

3. “*Legkost khlopka*” (Body spray “Rexona”);

4. “*Blestyashchiy rezultat*” (Means for cleaning ovens and stoves “Faberlic”);

5. “*Kofe Milagri – bozhestvennyy vkus*” (Coffee Milagri);

6. “*Osvezhi nastroyeniye*” (Tic-Tac).

In English:

1. “*Shining protection of your footwear*” (“Kiwi” cream);

2. “*Fresh decision*” (Chewing gum “Mentos”);

3. “*Stunning on the outside, beautiful on the inside*” (“Siemens” refrigerator).

In Spanish:

1. “*Fanta, fantástico refresco*” (Fanta).

Magical metaphors in Russian

1. “*Perevoploshcheniye nezhnosti*” (Perfume “Clinique”);

2. “*Ispolneniye zhelaniy*” (Cosmetics “Vorozheya”);

3. “*Zimnyaya skazka*” (Washing Powder “Deni”).

However, advertising discourse widely uses metaphor not only as a stylistic means, but also as a cognitive unit, namely a conceptual metaphor that objectifies the

results of mental processes and expands in English, Russian and Spanish advertising discourse the limits of using one concept through comparing its characteristics with the characteristics of other concepts. The majority of analyzed materials involve the conceptual metaphors in which we are especially interested in (see the Diagram 1).

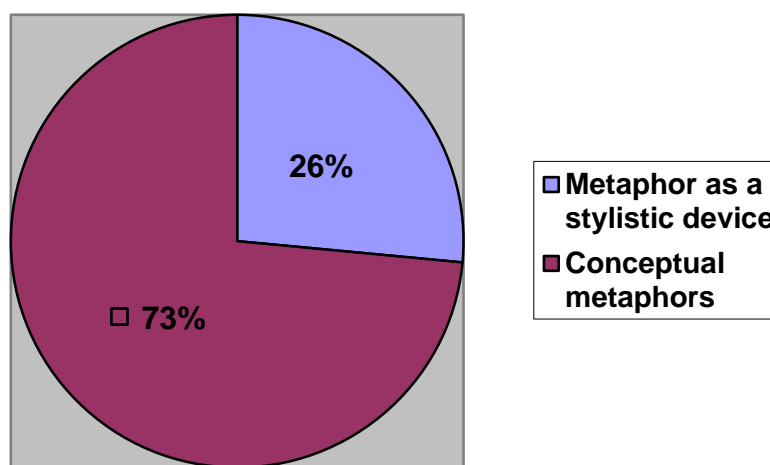


Diagram 1 - The ratio of conceptual metaphors found in advertising discourse in English, Russian and Spanish [the diagram was compiled by the author]

So, having examined the features of the metaphors' functioning in advertising discourse with reliance on the basic postulates of G. Lakoff and M. Johnson's theory and their classification of metaphorical models, we can make the following conclusions [1, p.49]:

1) Ontological metaphors – they are based on the human experience of usage the material objects (especially our own body).

During our investigation among the ontological metaphors we have distinguished the following metaphorical models:

1. cars as people
2. household appliances as people
3. corporation as person
4. abstract concepts as architectural constructions
5. internet connection as fast drive
6. abstract concepts as physical objects that we can taste, touch, and smell
7. abstract concepts that are physically connected
8. abstract concepts as nature constituents

9. abstract concepts as universe components

10. abstract concepts as physical objects/subjects

In advertising discourse in English, Russian and Spanish it is wide spread to use the anthropomorphic metaphor (ADVERTISED OBJECT AS PERSON metaphor) in which the source domain is the most structured in the recipient's mind conceptual sphere – the conceptual sphere of PERSON.

The metaphor of “Person” is most frequently used in the advertising texts of cars, household appliances and corporations. During the implementation of this metaphor the different parts of the conceptual sphere of “person” are reinterpreted. For example:

- human intellect;
- physical appearance;
- physical strength;
- character and emotions;
- sex;
- social status;
- profession.

For instance, in the advertising of cars, let's examine the examples of rethinking of some of the following characteristics for the promotional purposes:

1) “*Roskosh i intellekt*” (Volvo S80)

In this example, we observe the metaphorical transfer of intellect. Besides this characteristic, we can also see that this metaphorical rethinking is based on the

knowledge about human possibility to belong to a particular social group. This example serves as the confirmation that the advertised product belongs to the cars of the premium class and is designed for people of high social status. The advertising text itself appeals to the consumer's mind telling “Buying this car, you will belong to the high society”.

2) “*Happily accommodate people and cargo*” (Toyota)

In this example, the emotional state (joy) that is inherent to man is attributed to a car.

3) “*Confidence in Motion*” (Subaru);
“*Potencia lider*” (Xantia 2.1).

Here, the car is endowed with the positive qualities that contribute to the success of its use.

4) “*Power, Beauty and Soul*” (Aston Martin).

In this example, the advertised product (a car) is provided by three characteristics of man, more precisely, the great physical strength, beautiful appearance and soul.

Thus, the advertised goods can be presented as people who having human characteristics (soul, intellect, character, etc.) seem to be in the dialogue with the potential consumers. Such type of advertising is bright and interesting. Advertising is the sphere in which language reveals its rich possibilities. The use of conceptual metaphor “person” makes marketing communication not only original and expressive, but also more effective, as it helps to better reflect and accentuate certain properties of the goods.

In the analysis of the material it was found that the most common metaphors are the ontological ones (see Diagram 2). This is explained by the fact that this type of metaphor allows to perceive the abstract concepts, events, actions, emotions, ideas, etc. as a sort of physical substance, physical object. The ontological metaphors are not as complex as the structural ones. They transmit the idea in a rather simple way. Hence, they perform two functions: they simplify the process of perception of the advertised object and attract the consumers.

2) In advertising discourse the structural metaphors where we metaphorically use the features of one phenomenon to describe another one are also important. We have identified the following metaphorical models (see the Table 2):

- 1.HAPPINESS AS MONEY
- 2.CHOCOLATE AS MEDICINE
- 3.DISEASE AS AN ENEMY
- 4.MEDICINE AS WEAPON
- 5.COSMETICS AS WEAPON

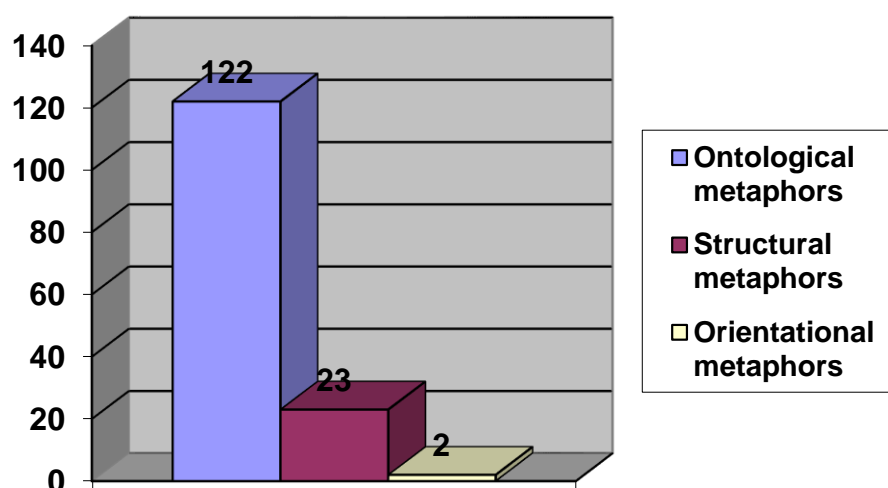


Diagram 2 - The correlation of the ontological, structural and orientational metaphors in advertising discourse [the diagram was compiled by the author]

The use of structural metaphors is exemplified by the advertising of cosmetic products. In contrast to the situation of the car choice, during the purchase of cosmetics buyer's attention is focused on the effect from the use of the product. In this case, the high productivity distinguishes the social

metaphorical model, particularly, war metaphor. Thus, referring to the source domain “war” on a regular basis stand out the following frames: the advertised product as a weapon, the process of using it as a battle, the indications for its use (wrinkles, brittle hair) as an enemy, for example:

“Garnier Skin Naturals. Ekstrakt vinograda boretsya s toksinami” (Garnier Skin Naturals);

“Conquer dry skin with our elegant ultra lite and fortified facial creams” (Radiant complexions);

“Chernyy Zhemchug. Maslyanny piling dlya litsa. Delikatnoye ochishcheniye ne povrezhdayet zashchitnyy sloy kozhi” (Blackpearl).

The effectiveness of advertising communication formed by the above mentioned metaphor is based on the fact that the cultural concept of “war” carries a very strong emotional charge, understandable for the widest possible range of people, which is particularly relevant for the advertising of consumer goods the target audience of which is the most heterogeneous.

3) In contrast to the ontological and structural metaphors of contemporary advertising discourse which are often new metaphors, the orientational metaphors used in advertising, in most cases, are traditional for the English linguistic culture (e.g., “good is up”, “bad is down”) [1, p.40]. Thus, in the advertising of company which helps in the promotion of products through the Internet, we are faced with the following orientational metaphor “Taking Internet Marketing to new heights”. In the advertising of the Swiss chocolate we find the following metaphor “A very exalted brand of Swiss chocolate generally found at an altitude of 1200 meters” (see the Diagram 3).

It is necessary to note the following feature of the use of this type of metaphor in the analyzed discourse: since the aim of the advertiser is to create positive emotions with respect to the advertised product, the appeal to the strong member of the opposition, which is the frame “high is good”, is characterized by the high frequency.

English, Russian and Spanish conceptual metaphors in advertising discourse based on the classification of metaphors of G. Lakoff and M. Johnson

1. Ontological metaphors in advertising discourse

- Anthropomorphic metaphor: household appliances as people

In Russian: “*My rabotayem – Vy otdykhayete*” Indesit

In English: “*Sense and simplicity*” Philips

In Spanish: “*Mabe. La marca de la multimujer. Simplifica tu vida*” Mabe

- Abstract concepts as physical objects that we can taste, touch, and smell (sensory metaphors)

In Russian: “*Chay so vkusom leta*” Drink “Nice Tea”

In English: “*Skittles... taste the rainbow Skittles*” Skittles

In Spanish: “*Siente el cosquilleo. Saborea el momento. Siente el sabor*” Coca-cola

- Abstract concepts as physical objects/ subjects

In Russian: “*Darite sovershenstvo*” Coffee “Carte Noire”

In English: “Share moments. Share life”
Kodak

In Spanish: “English, Deutsch, Français.
Multidiomas. Matrícula abierta”
“Multidiomas” language school

2. Structural metaphors in advertising
discourse

- Happiness as money

In Russian: “Mechta na million” Sberbank

In Spanish: “¡Qué poco cuesta ser feliz! Con
estos precios y con estos servicios” Media
Markt Service

- Chocolate as medicine

In English: “A Mars a day helps you work, rest
and play” “Mars” chocolate

- Disease as an enemy/ medicine as weapon

In Russian: “Solpadein” – *moshchnoye
oruzhiye, byushcheye tochno v tsel!*”

Солпадеин

In English: “When a cold takes for a throat”

Strepsils

In Spanish: “12 horas protección anti-
bacteriana” Colgate Total

3. Orientational metaphors in
advertising discourse

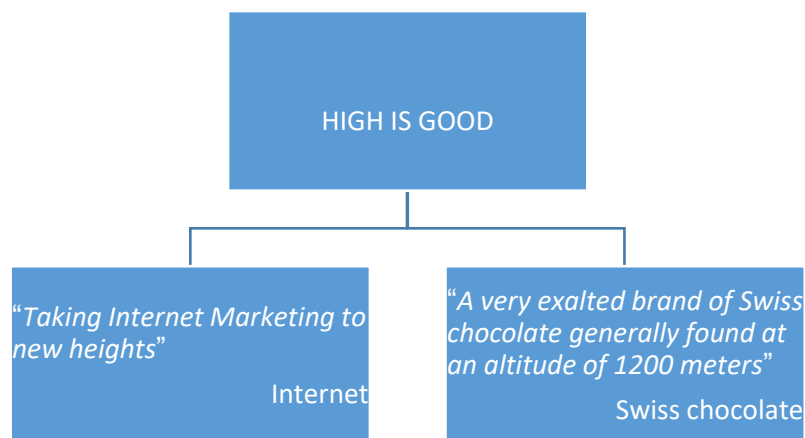


Diagram 3 - Orientational metaphors in advertising discourse in English [the diagram was compiled by the author]

To summarize, in the language of advertising metaphor occupies a dominant position: it affects the will and the feelings of consumers; it motivates them to act. With the help of metaphors only the necessary and positive characteristics and peculiarities of product or service are actualized.

The peculiarity of the use of metaphors in advertising texts is that they suggest a

certain opinion without evidence, with their help commonly accepted values are presented as ready, hardly refuted arguments. That is why, metaphor is considered as the main argumentative figure in the advertising text.

The presence of a big amount of conceptual metaphors proves that our conceptual system is metaphorical in its essence. Metaphor is omnipresent in all parts

of human life. The wide use of this type of metaphors in advertising discourse that occupies a great part in human life shows us that people think metaphorically without paying attention to it. However, it should be noted that the use of all the above types of

metaphor in advertising discourse is primarily aimed at forming recipient's new effective model of perception of an advertising product which determines the interpretation of the whole advertising text.

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SOME ASPECTS OF INTERCULTURAL COMMUNICATION COMPETENCE IN FOREIGN LANGUAGE EDUCATION

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Abstract: The article is devoted to the analysis of researches on Intercultural Communication Competence (ICC) in the field of foreign language education. The working definition of ICC is the one proposed by Kunanbayeva S.S. who defines ICC as “the process of verbal and non-verbal communication between communicants who are mediums of different cultures and languages”. The article dwells on the necessity of ICC studies in modern world due to the globalization process as well as recent changes in the foreign language education paradigm. Besides, the article gives a short overview of studies on ICC in FLE in Kazakhstan, Russia and western countries, paying much attention to the contributions of Kunanbayeva S.S. (Linguoculturological Approach), Dudnik A.O. (Structural-informative model of the intercultural component of economically-oriented foreign language education), Marinicheva A.V. (Level of preparation for intercultural communicative and professional competence) and Zhang Y. (Three levels of intercultural teaching objectives and criteria).

Key words: Intercultural Communication Competence, Foreign Language education, culture, intercultural component, professional competence.

Introduction

The expansion of international relations reinforced by major globalization trends led to an increasing role of a foreign language in society and in the professional activities of a modern specialist. Today, a foreign language has become a means of not only interpersonal, but also interethnic, interstate, and international communication.

Current needs of society have identified a special role of foreign languages in the educational and professional activities of specialists who need to learn to understand the characteristics of participation in intercultural communication, which presupposes observance of the norms of behavior that are universal for world cultures, rules and

categories in conjunction with the specific norms of etiquette inherent in specific cultures. According to Dudnik, “the task requires the creation of a sociocultural background in a foreign language classroom, which is achieved by using educational materials in the classroom, bringing students closer to the natural culturological environment: genuine literary, visual, musical works, objects of real reality and their illustrative image. These means provide communication with “live”, real objects, stimulate communication.” (Dudnik, 2011, p.11)

A crucial role in the implementation of these tasks belongs to a foreign language teacher, who is expected to be able to navigate in the multicultural world, understand its values and meanings, and translate them into worthy examples of civilized behavior in the educational process, as well as in the process of interaction with representatives of the professional community in our country and internationally.

A number of works appeared in the methodology of teaching foreign languages, the authors of which give background knowledge a special role in the process of integrating culture into the system of language education. This was dictated by the sharply increased cultural, scientific, and economic contacts of countries and their peoples, which inevitably put the problem of “language and culture” among the most important linguistic and sociolinguistic problems.

In Kazakhstan, as well as in majority of CIS countries, in the process of training of a foreign language teacher in higher education, the theoretical aspects of education play an approximately equal role with language acquisition along with the subjects of the psychological and pedagogical cycle. Aliev (2009) defines that the system of training of foreign language teachers is based on the three components of this system: language / speech training, linguodidactical training, and psychological - pedagogical training, which are in complementary relations. The systemic relations between these components are supported by the unity of the methods of self-education, professional self-education, carried out on the basis of scientific and methodological knowledge, based on the professional skills.

In determining the systemic nature of the learning process at a higher education institution, a significant role is played by the systems approach in organizing the content of education, its various aspects. An important role is played by the awareness of students of system relations in the process of their professional training. That is, the principle of consistency relates not only to the content of training, but also to the course of training, its procedural side, to the degree of its awareness as a system: awareness of the integrity and interconnectedness of its components. In the conditions of the university training of foreign language teachers, this procedural systemism is expressed, firstly, in the use of the language

system of the target language for transmitting information in the form of a coherent text that has thematic unity and implements a certain idea, and, secondly, in the use of knowledge on related educational disciplines (psychology, pedagogy, linguistics and a foreign language) to build a lesson (lesson system) in a foreign language.

Intercultural Communication Competence (ICC) is one of the indicators of professionalism, it promotes the expansion of qualification opportunities in the professional sphere and the expansion of the professional sphere of specialists, as well as their social adaptation. Alongside with it, ICC increases their professional mobility and competitiveness.

There is a big number of definitions given to ICC depending on different approaches to it, including social, linguistic, psycholinguistic and others. A definition integrating all the components of ICC has been proposed by Kunanbayeva S.S. It states that “intercultural communicative competence is defined as the process of verbal and non-verbal communication between communicants who are mediums of different cultures and languages” (Kunanbayeva, 2017, 29).

The transmission of cultural values, patterns and standards of behavior from generation to generation is carried out in the process of communication and acts as a mechanism of socialization as a whole, as well as a mechanism for the formation of

communicative competence as an integral and very important component of the integration process of an individual into the socio-cultural environment necessary for successful functioning in society.

Intercultural communication is a product of the dialogue of cultures - this is the interaction of contacting cultures, which ensures adequate mutual understanding and spiritual mutual enrichment.

The peculiarities of intercultural communication as a pedagogical process are considered in the works of Russian researchers I.A.Zimnyaya (2004), Y.L.Kolominsky (2000), A.A.Rean (2000), and others. The scientists like D. Hymes (1972), M.A.K. Halliday (2002) etc. dealt with the component structure of communicative competence in foreign didactics and methodology.

A significant contribution into integration of ICC into foreign language education in Kazakhstan has been done by Kunanbayeva S.S. (2017) The main idea is the shift in the philosophy of education, from traditional language education to foreign language education and as a result shift in the object of education, which has changed from “Foreign Language” to “ICC”. Consequently, the aim of Foreign Language Education has changed as well, from the knowledge of language and level of elementary communication to reaching the level “intermediator of intercultural communication”. (Kunanbayeva, 2017, 13)

Kunanbayeva S.S. explains that in the process of formation of “secondary cognitive consciousness” in foreign language education, the following cognitive aspects of ICC competence are activated in student’s “consciousness/structure of knowledge”: cognitive-social, cognitive-conceptual, cognitive-anthropocentric, cognitive-linguoculturological, cognitive-sociocultural and personality-centered. (Kunanbayeva, 2017, 50)

Dudnik (2011) has proposed the structural-informative model of the intercultural component of economically-oriented foreign language education of economists and has revealed its four substructures: the sociological component: the individual’s understanding of the influence of culture on the behavior of its representatives; transformation of knowledge into effective practical interaction with those who are different from it; psychological component: awareness of the differences of representatives of foreign cultures (stereotypes, mentality); enrichment of the individual as a result of awareness of the values of another culture; the ability to successfully adapt and adapt to specific cultural conditions; linguistic component: knowledge and application of linguistic features and mechanisms that allow successful intercultural professional communication of economists; methodical component: a set of pedagogical tools that implement the goals, content and methods of

forming a business culture in the process of learning a foreign language.

The significance of integration of Intercultural professional-communicative competence into foreign language education was reflected in Marinicheva’s research (2003) on attitude of students to this competence. According to respondents, Intercultural professional-communicative competence results in adaptation and obtaining of more prestigious work (24%), increased contacts (20%), growth of professional career (16%), effective interaction with modern equipment and technology (15 %), as well as the opportunity to fully realize their potential (11%) and receive higher incomes (11%). The 89% of surveyed students believe that they will need a foreign language in their professional activities.

Marinicheva (2003) admits that in order to improve the effectiveness of intercultural communication, which includes personal and professional interaction, a certain level of knowledge of a foreign language is necessary, that is, a certain level of preparation for intercultural communicative and professional competence. In this research, it was revealed that only 2% of respondents rate their level of knowledge of a foreign language as the basis of intercultural communication as high, 37% of those surveyed have an average level of knowledge, 47% have a low level; 31% of students have never used a foreign language, 64% have not read literature on a specialty in

a foreign language, 54% believe that they cannot communicate in a foreign language within the framework of everyday subjects.

A number of researchers believe that development of ICC in foreign language classroom is a continual process made up of three levels of intercultural teaching objectives and criteria (Zhang, 2007). Zhang (2017) describes the first level as “related to knowledge including linguistic awareness, cultural-general awareness, language ability of the target culture, culture knowledge of the target country. The second level is germane with competence containing communicative competence, abilities of using verbal and non-verbal messages, socio-cultural competence, and communication strategies. The third level

is closely linked to attitude which is about empathy in intercultural communication, and critical cultural awareness” (Zhang, 2017, 229).

In conclusion, it is possible to say that although we have tried to overview some of the aspects of ICC in foreign language education, it is a very tiny part of studies on ICC in general. In the last 20 years ICC has been and still stays a significant factor in foreign language education. Notwithstanding a big number of different researches on the topic, there are still areas that need further study, especially in terms of integration and implementation of ICC into education process.

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**IDIOM REINTERPRETATION IN BUSINESS COMMUNICATION (ON THE
BASIS OF METAPHORICAL MODELS)**

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Abstract This article particularly focus on structural-semantic and pragmatic aspects of business idioms, their functioning in the texts of business documentation and business press, as well as the reasons of their emergence in the sphere of business communication. In this paper, the phenomenon of secondary idiom reinterpretation have been analyzed on the basis of the conceptual metaphorical models. Based on the theories of A.V. Kunin and A. Langlotz, we have traced the process of reinterpretation of idioms. Since, according to these theories, idioms are products of the secondary nomination, we have tried to go further and study the phenomenon of the tertiary nomination of idioms. Some idioms of the business sphere are characterized by such type of tertiary nomination, when idioms, which are already units of the secondary nomination, form idioms, the meanings of which arise as a result of reinterpretation of the meaning of their idiomatic prototypes. In the process of borrowing, idioms-derivatives can undergo a process of semantic reinterpretation. As a result of this investigation, it has been revealed that the idiomatization of terms and steady combinations is a natural process caused by their penetration from the common sphere into business in the reinterpreted metaphorical meaning.

Keywords: idiom, business communication, idiomatization, reinterpretation, tertiary nomination

Introduction

Currently, the study of business English is of considerable interest, which is stimulated by a number of extra-linguistic factors, such as the development of economic, political and trade relations between countries. Besides, the scope of business English is expanding. Being the language of international communication, business English serves extremely important official areas of human relationships: between state power and population, between countries, enterprises, organizations, institutions, individuals and society. Due to the involvement of a large number of people in market relations, the ability to correctly and accurately compile business papers, to hold a presentation, to conduct negotiations with business partners or business phone conversation becomes urgent. In the current situation in the labor market, when joint ventures with foreign partners are formed and branches of the large foreign companies are opened, knowing business English is one of the main factors of business communication. These facts allow us to state that in today's business oriented world the knowledge of business English is one of the criteria of the professional competence of a specialist in the field of economics, management and marketing.

Studying the business language not only simplifies the process of entering the professional and business sphere, the sphere of employment in foreign and Kazakh companies, but also, naturally, contributes to

the further self-education and professional improvement of young specialists. The demand for specialists who are not only proficient in business English, but also capable to approach creatively to the solution of important tasks, is constantly increasing. In order to gain fluency in business language, it is not enough to know only vocabulary, syntax and stylistics of business English. The proper format of business correspondence, as well as direct communication with a foreign partner, requires an adequate understanding of idioms. Regardless of which field of special economic knowledge we are dealing with, it is impossible not to notice that without a detailed acquaintance with the basics of phraseology, the assimilation of special terms of phraseological character is very problematic.

Mastering the basics of economic terminology, the student, as a rule, asks himself: what relation the word combination *a sleeping partner*, which is so often found in special text, has to the economic world. For ensuring the correct perception of information, violated by the interference of extra-linguistic associations, it is necessary to explain to students that in language there are steady combinations of words with a fully or partially reinterpreted meaning. The latter one is such expression, in which the second component is used in its initial meaning, and the first component in this phrase is used in a reinterpreted metaphorical meaning [1, p.22]. As a result of metaphorical transformation of

component structure, this stable phrase *a sleeping partner* takes on the meaning “one who only invests money in a partnership business; he has the right to a share in the profits but takes no active part in the management of the firm” [2, p.335].

The phraseological unit *to catch a cold*, which recently appeared in the stock exchange lexicon, has entered business language from all-colloquial lexicon thanks to a secondary idiomatization with a meaning, which is fixed in the definition of the Longman Dictionary of Business English: to lose money in an unprofitable business affair [6, p.87]. If the primary reinterpreted meaning of this idiom was "to catch a cold," then in the business sphere this idiom began to bear a bit different meaning. What is a secondary idiomatization and why does it happen?

To answer this question, we need to revise the Langlotz's approach where he criticizes the "orthodox" idea of the idiom, according to which idioms are viewed as semantically undividable units, and whose meaning is not determined by the meaning of their constituent parts. Being a representative of the new "compositional" approach, he believes that many idioms possess such an internal semantic structure that makes them semantically motivated and analyzed. Such idioms do not represent semantic unity and therefore can be decomposed into components. The main proof of the *decomposability of idioms*, he believes, is the fact that the meaning of most idioms is

completely unpredictable out of context. However, when they arise in the context of use, they become fully understandable and motivated. He describes the process of understanding idioms as a complex cognitive process, during which both the literal and figurative interpretation of idioms are perceived simultaneously. According to Langlotz, all the existing meanings of the idiom components are already contained in it. A suitable interpretation (literal or idiomatic) is chosen through the interaction of these semantic representations with contextual information [3, p.45].

This point of view complements A.V. Kunin's, who paid special attention to *phraseological meaning and phraseological nomination*. Phraseological meaning is understood as "an invariant of information expressed by semantically complicated, separately formed units of language that are not formed by generating structural-semantic models of variable combinations of words" [4, p.122].

The concept of phraseological nomination is important to understand the phraseological reinterpretation. Undoubtedly, the phraseological nomination has a number of features in comparison with the lexical nomination. These features are primarily associated with the mechanism of frazeologization (idiomatization), studied in the theory of the onomasiological process. There are two main directions in it. According

to one approach, the emergence of the phraseological nomination seems to be a slow and gradual process, lasting for years until the acquisition of common reproducibility by a phraseological unit. Analyzing the complexity of the phraseological nomination unlike the word nomination, A. V. Kunin explains it by the separate formalization of phraseological units, the combination of words in it with different types of meanings, the correlation with the phraseological prototype, the richness of inner form and connotation [4, p.25].

Idiomatic reinterpretation is a cornerstone of the process of idiomatic nomination. Reinterpretation is one of the ways to know reality in human's mind and is connected with the reproduction of real or imaginary features of reflected objects on the basis of establishing links between them. The main way is a reinterpretation in case of the secondary idiomatic nomination. It can be simple and complex. By *simple reinterpretation*, there is a formation of idioms, the prototypes of which are variable phrases or sentences by whose meanings they are mediated. The most common type of reinterpretation in this case is a *metaphorical reinterpretation*— the transfer of the name from one denotate to another associated with it, on the basis of real or imaginary similarity. *The complex reinterpretation* at the secondary idiomatic nomination arises in the same way as the simple reinterpretation, that is, by converting the literal meaning of the

prototype. However, when the complex transformation there is always a complicating factor, for example, the unmotivated meaning of the idiom, the association with extralinguistic factors as a preliminary link in the process of reinterpretation. The unmotivated idiomatic meaning is understood as the absence of a synchronous derivational connection between the meaning of the idiom and the literal meaning of its components. One of the methods of such reinterpretation is a *metonymic reinterpretation*, that is, the transfer of the name from one denotate to another, associated with it by adjacency.

The technique of reinterpretation is that the old form is used for a secondary or tertiary nomination by transferring names and semantic information from a denotate of prototypes of idioms, respectively, to denotates of idioms. The logical basis for meaning shifting is the intersection of concepts. Intersecting concepts are such concepts whose content is different, but whose volumes partially coincide. This partial coincidence of volume of concepts is expressed in the presence of a semantic invariant in the meaning of the idiom and the meaning of its prototype.

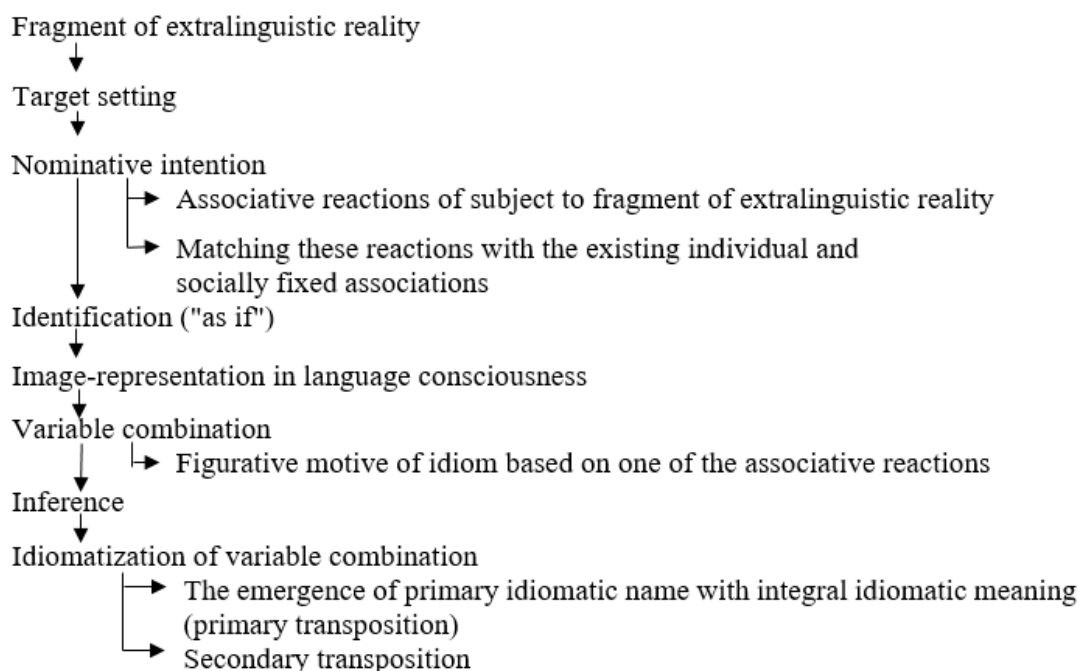
Idioms are products of *the secondary nomination*. In this research, we have tried to go further and study the phenomenon of *the tertiary nomination of idioms*. Idioms of the tertiary nomination can also be formed at the occasional use.

One of the features of the phraseological nomination by A.V. Kunin is the formation of the tertiary nomination. Its essence lies in the fact that phraseological units that are already units of the secondary nomination form phraseological units - derivatives, the meanings of which are determined by the meanings of their phraseological prototypes [4, p.130].

There are two types of tertiary nomination: 1) *Elementary nomination* is the formation of idiom with the structure of word combination from idiom with the structure of

word combination or sentence; 2) *Situational nomination* is the formation of idiom with the sentence structure from idioms with the sentence structure. Thus, idiomatic reinterpretation is a complete or partial figurative transformation of the meaning of the idiom's prototype based on the semantic shift.

In general, the sequence of components of the nominative mechanism can be performed in the form of a scheme (Picture 1). It should be noted that this scheme is exemplary.



Picture 1–Exemplary mechanism of tertiary nomination

According to the aforesaid, the idiomatization of terms and steady combinations is a natural process caused by their penetration from the common sphere into business in the reinterpreted metaphorical meaning. This process has an anthropocentric

character as the reinterpretation of terms demands a certain linguistic and creative activity of a person and is based on his linguistic competence, which is understood as the innate ability of a person to use the language.

The idioms of the business sphere are characterized by such type of tertiary nomination, when idioms, which are already units of the secondary nomination, form idioms, the meanings of which arise as a result of reinterpretation of the meaning of their idiomatic prototypes. In the process of borrowing, idioms-derivatives can undergo a process of semantic reinterpretation. For example, let us return to the idiom *to catch a cold*. This idiom actively functions in everyday life, having one common primary reinterpreted meaning "to become ill with a cold". Ex.: *I caught a cold last week and had to miss four days of work*. Nevertheless, in business, it is used in the secondary reinterpreted meaning "to lose money in a business transaction":

Ex.: *European companies catch a cold in emerging markets*.

There are idioms in which this integral part of human life is fixed. They reflect the attitude of the people towards those in power, so examples of such expressions are of interest. Therefore, the idiom *snow under* has the meaning "to defeat overwhelmingly". Initially, the expression was used in colloquial speech and meant "to fill up with work". Now in the business sphere, it means a loss on the board of directors or a rejection of some project by a large number of people. This idiom also functions in political discourse and characterizes political forces that failed miserably in elections by a huge majority [5].

Ex.: *Given the huge potential audience of customers of the project, the project steering group might become **snowed under** by the time management solution*.

Another example: the sports idiom *kick off* which means "to start, to begin". In business, this idiom transforms from the verbal into substantive idiom by the process of conversion. In business, this idiom has a terminological nature "a meeting and a get together where the aim is to unite all the employees as well as make them feel encouraged and part of the company", and in process of time, it has gained another meaning "a meeting at the beginning of your week where you say what you are going to do, and commit to doing it by the end of the week". *Kickoff* means that the work starts.

The reasons for similar reinterpretation, in our opinion, can be traced through metaphorical models. In the perspective of cognitive linguistics, it is necessary to note the presence of a tendency connected with the metaphorization of business speech. In the language of business communication, there is a number of conceptual metaphors.

A.G. Baranov believes that in the stable part of consciousness and subconsciousness there is a two-level cognitive basis formed by the nuclear level and the level of models: "The cognitive core includes the most abstract conceptual constructions (concepts and their connections) that reflect the thesaurus information and the axioms of reality. Being invariants of cognitive activity of the

individual, they reflect different kinds of stereotypical situations, his or her subjective experience" [6, p.15].

All units listed above are built on a metaphor. "Metaphor is also capable to create new concepts in the field of designation of "non-subject" reality. Such a metaphor can be considered a hypothetical-cognitive model, referring to its main function - the creation of new concepts [7, p.143]. It plays an important role in the process of secondary reinterpretation of idioms.

In the previous part, we took as an example the idiom from the field of medicine – *to catch a cold*. The concepts “illness” and “health” are closely related to the human body. Through the transfer between the abstract and concrete images, we can talk about the inappropriate and appropriate state of an economy, or a company in particular, the problems and difficulties of an economy or a company. The general welfare of the economy / company is understood in economic terms as economic health. There are also some threats to economic health that can be solved or not. Thus, the company or economy can also suffer from injuries or illness, collapse or recover, undergo medical treatments. The general characteristics of health or diseases are the general subject domains in the systems of abstract vocabulary used in business. That is why, this idiom can be referred to the anthropomorphic conceptual metaphor “BUSINESS / ECONOMY IS A HUMAN BODY” with the source domain

“INAPPROPRIATE CONDITIONS (PROBLEMS/DIFFICULTIES) ARE DISEASES”. The idiom *catch a cold* means “to get a cold”. As literal translation sounds as "to pick up cold", the nature of catarrhal diseases, which often rage in cold season, becomes clear. In Russian, the verb "простудиться" also comes from the word "стужа", i.e. heavy frost.

The idiom *be on the mend*, on the contrary, has the meaning "to be getting better after an illness or injury". The person who recovers is "on repair", produced with the help of medicinal procedures. Ex.: *She's been ill with the flu but she's on the mend now.*

Recently, along with the idiom *to catch a cold*, this idiom also began to be used in the business sphere. The idiom *be on the mend* refers to the metaphor “BUSINESS /ECONOMY IS A HUMAN BODY” with the source domain “RECOVERY OF ECONOMY IS RECOVERY OF A PATIENT”, as describes the situation when the economy in general or the financial condition of the company begins to stabilize after the crisis:

Ex.: *The economy finally seems to be on the mend.*

Another idiom which has come from the sphere of medicine is the idiom *bring (someone) around* in the primary reinterpreted meaning – to restore someone to health or consciousness, to cure someone. Ex.: *The medical workers were able to bring the man around after the accident.* Then, in

business, this idiom has gained the meaning “to persuade someone to have the same opinion as you have”:

Ex.: *We will try to bring them around to accepting a settlement.*

Judging from the fact that this idiom expresses some kind of impact on a person, we refer it to the source domain “ECONOMIC MEASURES ARE MEDICAL TREATMENTS”.

The idiom *clean bill of health* refers to the source domain “AN APPROPRIATE CONDITION OF A COMPANY IS A HEALTHY CONDITION” with the meaning “a report or certificate that a person or animal is healthy”. Ex.: *My doctor gave me a clean bill of health when I visited him last month.* For a business company that is compared with a human body, it is very important to be in a healthy condition. So in business, this idiom has the same meaning but with the different shade– “an official statement that something has been found to be safe, legal, or in good financial condition”.

Ex.: *A meeting of EU finance ministers gave the European economy a clean bill of health.*

Another idiom *get a black eye* in the domestic life means “to get a bruise or darkened eye after being hit or after bumping into something” –Ex.: *The boy got a black eye when he fell in the playground.* In business, this idiom has the meaning “to have one's reputation harmed”:

Ex.: *Our firm got a black eye because of all consumer complaints that were lodged against our product.*

The domain “COLLAPSE OF BUSINESS/ECONOMY IS DEATH OF A PATIENT” includes the medical idiom *to drop dead* which means “to die suddenly” – Ex.: *The bus driver dropped dead while driving the bus.*

In business, we observe the idiomatic derivation by converting the substantive idiom *drop-dead date* from the verbal *to drop dead*. In this case, the collapse of a company is compared with the death of a patient. In the new form, this idiom has the meaning “a date on which a company is expected to have runout of funds”.

Ex.: *MEPC/Dura-Bond had a drop-dead date by which the company had to have a new business system running.*

Analyzing medical idioms in the business sphere, we can see that they all function in the anthropocentric aspect, where an economy or a company are compared with a person and his health. This is because often many phenomena of life people equate to their own experience. Therefore, there are more idioms from different spheres of human activity, emerging by the process of metaphorization.

The human factor can be traced in the following examples, where we will analyze the so-called "marriage" idioms.

The idiom *to get hitched* (lit. to be tied) means “to get married” – Ex.: *Is Tracy really getting hitched?*

It is interesting that in recent years there has been a tendency to assign human relations to relations between companies. Thus, in the business sphere, the idiom *to get hitched* acquires the meaning "merger of companies", i.e. when the companies decide to unite, they "marry".

Ex.: *A surprising but not shocking marriage was announced in North Carolina today. Two – well branded utility companies – decided to get hitched. And if regulators approve the merger of Duke Energy and Progress Energy – the union will form the largest utility company in America.*

This reinterpretation of the idiom occurs due to the human associations in the form of the conceptual metaphor “BUSINESS IS MARRIAGE”. A companies' merger can be metaphorically interpreted as a marriage in which two merged companies or organizations are portrayed as married partners. As in a marriage, an integration can have good and bad sides for companies, they can go through difficult periods, and if their decision turns out to be too hasty, they may even regret about joining.

Another idiom that describes a marriage union is the idiom *a match made in heaven*, which means “a couple who get along perfectly”:

Ex.: *Internet and email provider AOL (America Online) and the established media giant Time Warner merged in a \$164 billion deal. Everybody thought it was a match made in heaven – how wrong they were!*

At the same time, the term *matchmaker* means “one who arranges or tries to arrange marriages”. In business, *matchmaker* is a person who connects currency buyers and sellers (for a fee).

Similar situation also happens with the phrasal verb *to break up*, which over time has acquired several meanings. It was used in the middle of the 15th century in farms and agricultural lands in the primary meaning "to separate or shatter into pieces" (for example, to chop wood). Then, this construction began to be used in the troops in the form of an order ("Break it up!" – to stop the battle). Later, this idiom has gained the meaning "to end a relationship with someone", when a couple stops being together. Since recent time, this idiom is also used in the business sphere both in its primary reinterpreted meaning "to finish something" (meeting) and in the secondary one – "to fall apart, to collapse" (companies' merge).

Ex.: *The IT company broke up when their arguments over money grew too stressful.*

The meeting broke up when all the business for the day had been completed.

The next area is the military conflicts, weapons, war. The military theme is very densely integrated into the life of society and is relevant to this day. In the last century such a tragedy affected every people of the planet. Later, there were military clashes in individual states, so this topic could not ignore the speech of the people.

The world of business is full of idioms and expressions from the military sphere. For many people business is war. When we think of war, we usually have the following images of it: weapons, battles, victory or defeat, strategies. Therefore, when we think of business life, we often have the image of a war in which businessmen are soldiers that fight with each other, often in the front line, use different tactics and strategies, attack each other's positions and protect their own.

In business, as in war, it is important to take the position, or in terms of the market – a market niche where the company will firmly "sit" and defend itself from all sides. The search for this market niche and the position of the company generally depends on marketing. Marketing is a concept rather difficult, versatile, including various provisions. It is in this field, there is a wide use of such expressions as marketing strategy, tactical and strategic goals. Thus, it is possible to find common features between the battlefield and the company's struggle for position in the markets. This causes the wide use of military terminology in the sphere of business communication. Their use is

conditioned by the metaphorical transfer of meanings of these expressions.

According to the cognitive theory of metaphors, this image of battlefield serves as source domains, while the target domains involve: businessmen, business talks, tactics used in business, success or failure. Now let us see idioms used in business in the conceptual metaphor "BUSINESS IS WAR".

Business is an extremely unstable and volatile sphere of activity; success in entrepreneurship depends on many factors, no one is insured against losses. Using military terminology, losses are defined by the word *casualties*. As is known, in war it means losses of both human and equipment damage. In the commercial sphere, losses also take place, but in the financial sense, not in the literal, physical sense. This connotative meaning is manifested when using this word in describing business campaigns that have failed, when the company suffers serious financial losses. If the sales campaign turned out to be successful, the firm will conquer the main markets. The expression *key strongholds*, i.e. the main strong points is used to describe the main markets. A strongpoint or a fort is a relatively large, closed consolidation of a long-term or temporary nature, thanks to durability of the constructions and ability to conduct perimeter defense, the fort can effectively resist enemy attacks. In our case, a large closed consolidation symbolizes the market itself or the market niche where the company is located.

Having considered English stable figurative expressions, in this case it is expedient to apply the source domain “OFFICE IS A BATTLEFIELD” in the concept “BUSINESS IS WAR”. We can consider the above-stated idioms, as well as *to have a shot at smth., to be caught in the crossfire, to be second in command, to join forces, to take a lot of flak*, etc. as examples of these conceptual metaphor.

It should be noted that the number of such expressions is constantly growing, and due to the universal nature of the concept, the

use of such expressions in terms of intercultural communication does not present special difficulties (table 1).

To sum up, many idioms (military, medical, sport, sea, etc.) in modern discourse are used in the metaphorical meaning that emerged as a result of the tertiary indirect nomination. The process of reinterpretation of idioms occurs on the basis of knowledge included in the total cognitive reserve of participants in the discourse. Having similar models in mind, communicants are capable to decode idioms.

Table 1 – Idioms from different spheres with reinterpreted meanings

Idiom	Initial meaning	Reinterpreted meaning in business discourse
<i>Chinese Water Torture</i>	something long and painfully boring. Chinese water torture is a method of torture in which the victim is immobilized and water is steadily dripped onto them. A single water droplet is harmless, but being unable to avoid the constant drips becomes unbearable. <i>“My aunts showed us a slideshow of their vacation. It was like Chinese water torture.”</i> – (negative shade)	a gradual takeover of a company by gaining a majority of shareholding from shares bought on the open market. (In business, on the contrary, this expression has a positive shade)
<i>in the doldrums</i>	feeling sad and lacking the energy to do anything (from the name of an area near the equator where there is often no wind, so that sailing ships cannot move) <i>“He has been in the doldrums since his girlfriend left for college”.</i>	<i>the doldrums</i> – a calm period of trading during which there is little movement in prices. <i>“There was a Valium picnic yesterday and shares were in the doldrums”.</i>
<i>bed and breakfast</i>	n. Also, B and B. A hotel or other hostelry that offers a room for the night and a morning meal at an inclusive price.	v. to sell one’s holding at a loss after trading closes for the day, register the loss for tax purposes and buy this holding back on the next day (such

		transactions are done to minimize the impact of capital gains tax)
tailgate	v. to follow (someone) too closely in a car.	n. an act of a broker who recommends purchase of a stock / share to one customer only because another customer has bought this particular stock / share believing it is the best value for his money.
to go into a tailspin	To lose emotional control, collapse, panic; to quickly become worse	– to suddenly plunge (stock/ share prices)
to palm someone or something off	to give someone or something to someone as a gift that appears to be someone or something desirable. (As if the gift had been concealed in one's palm until it was gotten rid of)	to present an inferior product in such a way as if it were of premium quality.
knock someone or something down	1) to thrust someone or something to the ground by hitting. <i>The force of the blast knocked us down.</i> 2) to earn a certain amount of money. <i>She must knock down about twenty thousand a year.</i>	to sell sth at a price which is favourable to the buyer <i>The handbag was shop-soiled so the seller knocked it down to fifteen pounds.</i>
to bleed to death	to die from the loss of blood. <i>If something is not done, he will bleed to death.</i>	to get money from somebody by dishonest means (e.g. threats) <i>His creditors have bled him to death and now he is dead broke</i> (to be completely out of money).
in bad shape	injured or debilitated in any manner. <i>Fred had a little accident, and he is in bad shape.</i>	(of a company) not to have enough money; to be doing badly <i>The company's finances are in bad shape, so the management will have to downsize the staff and skinny down the expenses.</i>
give an arm and a leg (for something)	to pay, give, or do whatever is necessary or required. <i>They had to give an arm and a leg for the lawyer they hired.</i>	an arm and a leg n. – an exorbitantly high price
raining cats and dogs	to be raining in great amounts <i>It was raining cats and dogs by the time I got home.</i>	cats and dogs n. – stocks / shares of unproven value <i>He is a lamb who goes for cats and dogs.</i> (lamb n – an inexperienced investor; sb who tends to buy and sell on rumour and questionable tips)
sandbag	(Military) a sack filled with sand used for protection against gunfire, floodwater, etc, or as ballast in a balloon, ship, etc.	a defensive tactic for a takeover situation, by which the target company agrees to negotiate a takeover, but prolongs talks in the hope that a white knight (a person who intervenes in a

		hostile takeover and saves the target company and its assets) may ride by in the meantime. <i>The company has adopted sandbag strategy to wait out the raiders, but there's an outside chance that a white knight will turn up in time.</i>
scorched earth	1) relating to or being a military policy involving deliberate and usually widespread destruction of property and resources (as housing and factories) so that an invading enemy cannot use them 2) directed toward victory or supremacy at all costs	a destructive anti-takeover measure by which a company takes steps to make itself less attractive <i>The target company has just started spreading adverse publicity material about itself as a part of its scorched earth tactics.</i>
showstopper	an act, song, or performer that receives so much applause that the performance is interrupted	a legal move made by a target company, aimed at stopping a hostile takeover <i>They could have used any showstopper to fight off the raiders but somehow missed the boat (to lose an opportunity; to fail in some undertaking).</i>
leapfrog	children's game – v. to improve your position by moving quickly past or over something that blocks your way. <i>We are going to leapfrog the rest of the market in technology.</i>	leap frogging – n. pay demands, where each section of workers asks for a rise to earn more than other sections, which in turn ask for further increases <i>The management is going to take a firmer line with the striking workers to prevent leap frogging pay demands.</i>

The expansion of the notion "business language / speech" is conditioned by important characteristics of business discourse: intertextuality and hybridity. The idiom mechanism performs a similar function. Intertextuality is manifested when the author includes elements of other texts in his text that leads to a mixture of genres. Such a recontextualization of text elements helps the author to emphasize certain nuances of meaning and hide the others, as well as the idiom draws attention to one of the qualities of the described object, shading others by the transfer of the meaning, i.e. placing certain

qualities of the object in a new context. Hybridism is an integral characteristics of modern complex discourse, there are no clear boundaries between types of discourse [8]. Thanks to idioms, there is also a mixture, an integration of two different discourses.

James Gee highlights the term "social language" – a kind of language necessary for communication participants in order to play certain roles and perform certain actions in the communication process. Several social languages can alternate in the same text. This is also manifested in borrowing of lexicon by the text, not characteristic to it [9]. In our

research, we have witnessed that in business discourse, for example, borrowings from a common language often acquire a new meaning, which often loses transparency, simplicity of understanding for people unfamiliar with this professional sphere.

The development of various branches of science, undoubtedly, exerts a considerable

influence on the common vocabulary and phraseology. There is plenty of chemical, physical, astronomical, mathematical, biological, medical and other terms that are far beyond the range of specialists. Many of them have acquired a new meaning and are now used in a new context as figurative means of expression.

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**TO THE PROBLEM OF FORMING PROFESSIONAL COMPETENCE
OF FUTURE TRANSLATORS ON THE BASIS OF
INFOCOMMUNICATION TECHNOLOGIES**

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Abstract: The article deals with the problems of formation of professional competence of future translators, components of the professional activity of the translator, determining the need and importance of the formation of his/her professional competence. The significance of the formation of professional competence among future translators, based on the use of infocommunication technologies in the foreign educational process is analyzed. In the modern open world, there is a growing need for qualified specialists who speak foreign languages at a level sufficient to successfully perceive professional information and interact with colleagues in a foreign language. Modern young people are forced to quickly comprehend the changes in social and economic roles, to enter the globalized world and the open information space. The Republic of Kazakhstan has joined the Bologna process, the goal of which is to create a common European educational space. This introduction has required a radical reform of the system of education in general, including in higher professional education.

Keywords: competence approach, professional competence of a translator, professional training of translators, infocommunication technologies

Introduction

At the beginning of the XXI century the knowledge-based approach in education was changed to the competence-based approach. Earlier, the outcome of the educational

process was expected to be skills and knowledge, and now it is about *acquired* competences. The educational process and educational standards are currently being

organized in order to develop the necessary competences.

Concept of a translator's "professional competence". In the modern world the knowledge-based approach is not relevant, so it has become of lesser importance comparing to the competence-based approach. Employers currently expect the employees to carry out their activity in the context of an evolving world, unstable labour market and sometimes hard economical conditions.

The competence-based approach in science and education is understood as an educational method which is aimed at developing students' professional skills required by the specialty. Stated differently, students are taught to search, process and analyze information, interact with other people efficiently, use mechanisms of critical thinking, self-evaluation of professional activity, etc. (Korolkova, 2008). It should be noted that the competence-based approach doesn't downplay the knowledge-based approach. Knowledge is important and necessary to carry out an activity, as well as for further education; competences focus more on students' reflexive processes, their awareness of their own professional potentials and skills. The competence-based approach covers both the educational process and its comprehension. Within the framework of this approach, the purpose of education is not only to acquire knowledge and skills, but also professional capability and readiness to carry

out efficient activities in various situations (Ivanova, 2007).

According to S.S.Kunanbayeva, the new type of education is making its way through scientific and methodological definition of the essences of "competence-based approach", "competence-based model of education", competence-based professional model". "Contents" of such education can also be defined as "competence-based". But at the same, the so-called quality of "core competences", such as time flexibility, interdisciplinarity, multi -functionality and etc., cannot in our opinion be defined as key "education competences" because the concept of "competency" appended to the "integrative qualitative potential realize by creative person" cannot be represented by a discrete content of "competences" in education (Kunanbayeva, 2017).

John Raven in his work "Competence in the modern society" gives a precise definition of competence, outlines his vision about the nature of competence, defines the types of competences and makes their classification. He explains competence as success in life in the socially relevant area (Raven, 2002). He identifies 39 types of competences by listing different independent components which belong to different fields (emotional, cognitive, etc.). Between the categories selected by J. Raven are the following: the ability of self-education, self-control, critical thinking, the willingness to solve complex problems, self-confidence, perseverance, the

ability to work together, personal responsibility and other (Raven, 2002). This work has given an impulse to researchers from all over the world to work actively on the competence definition and its types.

I.A. Zimnyaya considers that the concept of competence is associated with the name of Aristotle, who studied the “possibility of the human condition, denoted by the Greek word “*atere*” which means “strength that developed and improved to such an extent that it has become a feature of personality” (Zimnyaya, 2008, p. 155). According to I.A. Zimnyaya, competences are “some inner, potential, hidden mental formations, ideas, action programs (algorithms), values and relations systems which emerge later in person’s competences” (Zimnyaya, 2006).

The Symposium “Key competences for Europe” outlines competence as a capability of an individual to mobilize his knowledge and skills in a professional activity (Council of Europe, 1996). A.V. Khutorskoy notes that the considered concept includes interrelating personal qualities (skills and knowledge) which refer to a certain range of objects and processes, and are necessary for high quality and efficient activities (Khutorskoy, 2002).

Thus, the concept of competence involves knowledge, skills and experience in some professional field, in which a professional has knowledge and experience (Philosophical Encyclopedic Dictionary, 1983). Within the framework of education, the

concept of competence is mainly considered as a final result of the educational process (Bolshakova, 2009).

Many Russian (I.S. Alekseyeva, R.K. Minyar-Beloruchyev, V.N. Komissarov, L.K. Latyshev) and foreign (V. Wills, A. Pim, G. Hansen, R. Bell) scientists studied the structure of the professional competence of the translator. All scientists agree that the professional competence of the translator is multi-component, but their views of the components themselves are slightly different (Meshcheryakov, 2011).

According to Komissarov, the professional competence of the translator is divided into the following components: linguistic competence, communicative competence, competence of text formation, technical competence, personal characteristics, ethical and moral component (Komissarov, 2002).

As we can see, they also include personal characteristics in the translating competence, defining them as a personal competence (Gakova, 2013). During translation, the translator should be able to concentrate, use his potential and memory, shift his attention quickly, move not only from one language to another, but also from one culture to another. As texts can be from different areas of specialization, a professional translator should be educated, well-read, well-informed and broad-minded.

The ethical and moral component plays an important role in developing the translation

competence. Since the translator is responsible for his work, he should be aware of the risks that he incurs if the work is done improperly, he should be tactful, reserved and able to keep confidentiality, as he participates in important negotiations where he can know some confidential information (Remezova, 2011).

R. Bell considers that translation competence consists of four types of skills: strategic, social linguistic, grammatical and discursive (Bell, 1991). According to Kiraly, the professional competence of the translator includes three types of knowledge and skills: translation context knowledge; cultural, thematic and linguistic knowledge in original and target languages; ability to use logic and intuition in translation (Kiryaly, 1995).

D. Kelly defines the translation competence as a macrocompetence which comprises different skills, abilities and even personal qualities which help the translator to perform a translation (Kelly, 2002).

According to R.K. Minyar-Beloruchyev, a professional translator should possess at least linguistic and communicative competences, as well as translation and interpretation skills, and he should be good at public speaking and have a literary talent (Minyar-Beloruchyev, 1999).

According to G. Hansen, the translation competence model comprises the following components: the translation competence, the merging of social cultural and cross-cultural competences and the communicative

competence. The translation competence involves the translator's ability to choose the relevant and important information from the original text and express it in other language in line with the purpose of translation, knowledge of different translation strategies and methods, as well as the ability to analyze and evaluate the final translation. The merging of social cultural and cross-cultural competences involves the translation skills in the context of public and social rules, as well as cultural differences. The communicative competence involves achieving mutual understanding by verbal and nonverbal means and comprises pragmatic and linguistic competences (Hansen, 2006).

We find the view of Neubert very interesting. His concept of translation competence involves the knowledge of the original and target languages (Neubert, 2000). In order to define the components of translation competence, it is necessary to draw attention to the factors which determine the translator's knowledge and skills. They include text multi-component structure and heterogeneity as the text carrying a communicative value is not limited by linguistic components (Chernyavskaya, 2008), and the knowledge in all specialization areas in which the translator works.

Thus, we understand that there is no agreement of opinion on translation competence components. However, all above mentioned components of translation competence can be found in most studies to

different extents. It is necessary to note that professional and personal qualities of the translator vary according to the type of translation that he performs. However, regardless of the type and style of translation, the professional competence of the translator is determined by his mastering of the professional translation competence which is acquired during the educational process and developed with translation experiences. The translation competence level is directly linked to the development level of the whole set of competencies. Some competencies can be automatic and fulfilled at the intuitive level, others need regular work and consolidation (Remezova, 2011).

Naturally professional competence of a graduate will differ from professional competence of a working professional, that is why we propose to introduce the concept of “professional readiness of university alumni”, as an integral individual characteristic determining the ability to solve typical professional task in real situations of professional activity, using knowledge, professional skills and creative tendencies (Kunanbayeva, 2017, p. 55).

Information and communication technologies in developing the professional competence of future translators. These days, translation is an important and integral part of different fields of expertise. Translation enables the exchange of cultural knowledge between nations, and the transfer of philosophical ideas and studies. New trends

in the modern translation theory and practice resulted in the emergence of the new term “translation industry”, which hasn’t yet been defined precisely by scientists. This term emerged when the world translation study was moving from linguistic concepts of translation to communicative ones, shifting from mechanical paradigms of translation to activity and discursive ones. It is not relevant to study translation with new material and old methods. Under new conditions, translation is seen as an intellectual process with meanings, extraction, understanding, re-expression, creative and individual rethinking, assignment that ends with the generation of the text that does not copy the original text, but integrates into the host culture in a natural way, enriching it and not destroying itself. Alongside this, the term “translation industry” entails the search of certain algorithms, stages, conditions and rules, due to which the translation text entwines different culture and science (Kushnina, 2012). The specific character of interlingual communication and various forms of translation activities require developing the special translation competence.

The concept “technology” is one the most commonly used in Russian and foreign pedagogy. The concept was understood differently in its development in pedagogy, starting with its understanding as education with usage of technical means and then as systematic and consistent organization of predesigned educational process.

At first, the educational technologies started to be discussed abroad. The development and implementation of technical means of education encouraged the emergence of this term in didactics, and it gave rise to talk about the “technologization” of education. V.V. Guzeyev in analyzing the main trends of education development of the XX century outlines that attempts to create a technical environment of education were considered to be an alternative to the traditional education (Guzeyev, 2001).

Today it is impossible to imagine the translator’s activity without the use of information technologies. Information and communication technologies, same as a computer, are gradually changing the translation area. Information and communication technologies have not only changed the translation overview, but also resulted in the significant progress of translation theory and practice. First of all, level of computerization of all translation aspects has increased. Digital technologies are changing audiovisual industry and translation industry respectively.

The translation process and translators which entered digital age almost three decades ago, have faced new tasks and a new social environment which appeared due to the modern technologies. The year of 1995 became a turning point for audiovisual translation (AVT) and after, for media and news agencies translation. Today special programs is used to create translation memory

bases, align texts, manage terms, check spelling and grammar, access electronic bases and search in them, perform machine translation. There are various combined products which unify, for example, translation memory bases, term bases and machine translation. Changing social relations also have a big impact on translation theory and practice. Exchange of experience and opinions has become possible in different discussion groups and forums, social and professional networks, such as LinkedIn and YouTube. New techniques such as audio descriptive commentary, online subtitles and audio subtitles have appeared. New technologies and devices (video streaming, video and television on demand, podcasts, mobile phones and mobile videoplayers) continue to influence broadcasting and audience (Gambier, 2016).

More specifically, today translators use official websites, full text search capabilities, Microsoft Excel spreadsheets, OpenOffice.org, online linguistic referral services, corpus-based technology, etc. to facilitate their work. Translators forums where they exchange knowledge and experience play an important role. For example, there is forum called Translators city where translators discuss hard-to-translate and non-equivalent vocabulary; terminological tasks, request for translation from/to foreign language, etc.

When starting translation, a translator should understand stylistic and grammatical

peculiarities of the text. Translation analysis demonstrated that translators can use information and communicative technologies, such as professional websites and portals, metasearch and search systems, electronic data bases, electronic libraries and magazines, Internet search tools in order to find texts examples and identify their features.

A special role is assigned to electronic dictionaries which provide translation equivalents, etc. Electronic monolingual, explanatory dictionaries, encyclopedia help the translator to find a corresponding unit in the foreign language, defining the meaning of the translated word and comparing all equivalents in the context. The most significant advantages of electronic dictionaries are compact shell program, fast and convenient search system, ease of use (absence of alphabet search, translating by putting the mouse cursor, etc); automatic search of a word or word combination; line-by-line translation of a text, translation of a language combination in both directions; localization of relevant information (providing detailed information about a word, not only translation equivalent, for example, hypertext links to synonyms, antonyms, homonyms or thematic cross-references to analogues; quick translation (highlighting the word in the document by special keyboard combination and its translating); simultaneous search of translation in online dictionaries, in the Internet, etc.; connection to different dictionaries (explanatory dictionaries,

encyclopedia, specialized, terminological dictionaries, etc) or certain specializations area; choice of essential options (for example, prioritizing connected dictionaries); special utilities for personal and online updating or adding existing dictionaries, etc. The most common dictionaries are: Multitran, Lingvo, Polyglossum, Google, etc. which have quick and convenient search system, are easy to use, translate words and words combinations automatically, translate in both directions, have a function of quick and simultaneous and many other options. The most common electronic terminological reference resources are systems of terminological data exchange and automatic terminology extraction NARTIF, GENETER, PROMT Terminology Manager, Multiterm Extract, etc.

Modern translators more and more often use computer-aided translation tools (CAT-Tools). Computer-aided translation typically involves programs which perform machine translation (Machine Translation). At the moment there are many commercial machine translation projects. Systran was one of the first machine translation companies. In Russia a group headed by the professor R.G. Petrovskiy made a big contribution to developing machine translation. PROMT online translator was developed in the laboratory of engineering linguistics of The Herzen Leningrad State Pedagogical Institute in Russia. We cannot seriously consider PROMT online translator's machine translation as a competitor to human

translation. Translations made by Promt give a vague idea of the original text are hard to be corrected.

Google Translate was developed by Google in 2000s. It uses the self-training algorithm of machine translation based on the text linguistic analysis. One of the most important advantages of Google Translate is coverage of world languages. The Google developers started with language combinations of English, French, German and Spanish in 2005, and have already launched the program which works with more than 50 languages.

Thus, the use of information and communication and digital technologies, as well as providing access to various information and communication resources of different educational systems, opportunities to participate in teleconferences and communication with professionals working in different fields of expertise, help to *substantially* extend time of training of different types of translation, intensify the work on developing professional translation competence and translation skills. .

Referring to information and communication technologies in translation training, we should note advantages of lingaphone computer rooms with verbal and video communication between the teacher and students as their main feature. Translation

training in such rooms allows not only to individualize and significantly enhance the work of students, but also gives an opportunity to perform different kinds of learning activity, such as training and controlling tasks, dialogues in virtual classrooms, educational teleconferences, etc.

Therefore, dynamic changing information content which easily moves from one scenario of production-consumption to another, modified in linguistic versions, culturally adapted and relevant for users who use technologies more and more easily, stands against equivalence paradigm which is analytically applicable to statistic texts and limited fields of use where the translator is the only subject. Emergence of great number of terms specifying linguocultural transformations, for which earlier one term “translation” was enough, shows not only concept discontinuity, but also communication importance for enlarging global network (Gambier, 2016).

Today professional translation is a technically and technologically complex activity. A highly-demanded translator is the one who masters professional competencies, is a literate and well-informed person, who skillfully uses information and communication technologies which are the most important tool of translation activity, as today translation exists in the digital environment.

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