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RESEARCH AND  
TEACHING PRACTICE

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CONTENT

<b>Zhumabayeva D.Y., Rizahojayeva G.A.</b> THE CONDITIONS OF DEVELOPMENT OF STUDENTS' AUDITORY COMPETENCE THROUGH MULTIMEDIA TECHNOLOGIES .....	6
<b>Badalova S.</b> THE EFFECT OF MASS MEDIA ON THE EVOLUTION OF POLITICAL DISCOURSE .....	12
<b>Makhmudova D. K.</b> VERBAL AND NONVERBAL FEATURES OF THE MEDIA TRANSMISSION OF THE MIGRANT IMAGE IN THE ENGLISH-LANGUAGE DISCOURSE OF SOCIAL NETWORKS .....	18
<b>Ashimbayeva N.V., Muktarov E.S.</b> FEATURES OF TRANSLATING TERMS IN THE OIL AND GAS INDUSTRY INTO KAZAKH .....	22
<b>Kulgildinova T. A., Medeuova P.R.</b> THE MODEL OF THE FORMATION OF INFORMATION-COMMUNICATION COMPETENCE OF FUTURE FOREIGN LANGUAGE TEACHER .....	32
<b>Zhanikeyeva D.E.</b> FUNCTIONS OF FOREIGN LANGUAGE PROFESSIONALLY ORIENTED TRAINING .....	36
<b>Lobanova A., Vassilyeva Y.Y.</b> PECULIARITIES OF SOMATIC PHRASEOLOGICAL UNITS IN THE MODERN ENGLISH-LANGUAGE SONG DISCOURSE .....	42
<b>Meldekhan Sh., Karibayeva B.E.</b> THE ROLE OF EUPHEMISMS IN EVERYDAY CONVERSATIONS .....	55
<b>Abeldinova M., Vassilyeva Y.Y.</b> CHARACTERISATION OF THE MAIN PERSONAGE THROUGH SPEECH IN THE NOVEL SERIES BY J. K. ROWLING "HARRY POTTER" .....	58
<b>Azizova K., Vassilyeva Y.Y.</b> COLLOQUIAL VOCABULARY IN AMERICAN TV SHOWS .....	66

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**THE CONDITIONS OF DEVELOPMENT OF STUDENTS' AUDITORY COMPETENCE THROUGH  
MULTIMEDIA TECHNOLOGIES**

**Abstract.**

The effectiveness of multimedia technologies is especially noticeable during seminars and presentations of students and teachers in the classroom. The widespread use of modern multimedia technologies is a new stage in the development of the education system, which must be effectively used in teaching students every year. Given the situation in our country, which has entered the era of globalization, one of the main tools of the modern teacher is multimedia technology. This article is devoted to the use of multimedia technologies in the educational process, the formation of their communicative competencies (reading, listening, speaking, writing), the development of critical, figurative, abstract thinking of students. The authors commented on such terms as multimedia technologies and auditory competence. The authors also conducted a survey among students, the main purpose of which was to determine the demand for the use of multimedia technologies among students to improve auditory competence.

**Keywords:** multimedia technologies, competence, auditory competence, formation, development, methodology, foreign languages

**Аннотация.**

Эффективность мультимедийных технологий особенно заметна во время проведения семинаров и презентаций студентов и преподавателей на занятиях. Широкое использование современных мультимедийных технологий – это новый этап в развитии системы образования, который необходимо эффективно использовать в обучении студентов с каждым годом. Учитывая ситуацию в нашей стране, вступившей в эпоху глобализации, одним из основных инструментов современного учителя являются мультимедийные технологии. Данная статья посвящена использованию мультимедийных технологий в учебном процессе, формированию у них коммуникативных компетенций (чтение, аудирование, говорение, письмо), развитию критического, образного, абстрактного мышления учащихся. Авторы прокомментировали такие термины как мультимедийные технологии и слуховую компетентность. Авторы также провели опрос среди студентов, основной целью которого было определить спрос использования мультимедийных технологий среди студентов для повышения аудитивной компетенции.

**Ключевые слова:** мультимедийные технологии, компетентность, аудитивная компетентность, формирование, развитие, методика, иностранные языки.

**Аңдатпа.**

Мультимедиялық технологиялардың тиімділігі сабақта студенттер мен мұғалімдердің семинарлар, презентациялар өткізу кезінде ерекше байқалады. Заманауи мультимедиялық

технологияларды кеңінен қолдану білім беру жүйесін дамытудың жаңа кезеңі болып табылады, оны жыл сайын студенттерді оқытуда тиімді қолдану қажет. Осы жаһандану заманына бастап кірген еліміздің жағдайын ескерсек, қазіргі мұғалімнің негізгі құралдарының біріне айналған – ол мультимедиялық технологиялар. Бұл мақала оқу үрдісінде мультимедиялық технологияларды қолдану, олардың коммуникативтік құзыреттіліктерін (оқылым, тыңдалым, айтылым, жазылым) қалыптастыруға, студенттердің сыни, бейнелі, абстрактілі ойлауын дамыту ықпалына арналған. Мақалада сонымен қатар мультимедиялық технологиялар және олардың қазіргі әлемдегі білім берудегі тиімділігі сияқты мәселелер қарастырылған. Авторлар мультимедиялық технологиялар мен аудитивті құзыреттілікке түсініктеме берген. Сондай-ақ, авторлар студенттер арасында сауалнама жүргізді, оның басты мақсаты аудитивті құзыреттілікті жақсарту үшін студенттер арасында мультимедиялық технологияларды қолданудың тиімділігін анықтау болды.

**Түйін сөздер:** мультимедиялық технологиялар, құзыреттілік, аудитивті құзыреттілік, қалыптастыру, дамыту, әдістеме, шетел тілдер

### Introduction

Kazakhstan's integration into the world educational community is associated with a significant modernization of Kazakhstan's education system. The introduction of new methods of teaching foreign languages contributes to the formation of a linguistic personality ready for foreign language communication. A foreign language has a great educational and developmental potential. Effective communication in a foreign language means not only knowledge of the language, but also knowledge of non-verbal forms of speech. Since the language is not outside the culture, it is necessary to study the culture, way of life, mentality, features of everyday life, customs and traditions of native speakers.

The main difficulty in mastering a foreign language is the development of skills and abilities of listening and speaking. Moreover, speaking cannot be learned without listening. Listening is derivative, secondary in the process of communication, it accompanies speaking and is synchronous with it.

In modern methodology, listening can act as a goal and as a means of learning. In real practice, these two functions are naturally closely intertwined. Listening as a learning tool provides acquaintance with new language and speech material, acts as a means of developing skills and abilities in all other types of speech activity, helps to maintain the achieved level of speech proficiency, and forms auditory skills proper. As the goal of

learning, listening is understood when students receive any information by means of listening. It can be a text, a film, etc. The success of listening is determined by both objective and subjective factors. Objective factors are made up of the features of the presented text and the conditions in which its perception takes place.

The formation of auditory competence as a type of speech activity is one of the independent tasks of teaching a foreign language. The problem of teaching the perception of authentic speech by ear is one of the most important aspects of teaching foreign language communication, and that is why the development and development of listening teaching technologies that meet the needs of the time are extremely important.

The current formation is characterized by the introduction of multimedia technologies, all in the field of human activity. Multimedia movements dominate the economy, education, culture, academic research, economic concepts, politicians and the defense sector. Multilateral informatization of the state is one of the main characteristics of its formation.

For this reason, one of the main directions of informatization of society is the process of informatization of education, the development of all levels of the educational process using the capabilities of new information technologies, improving its efficiency and quality.

Researcher Kunanbayeva SS According to him, today the teaching of a foreign language is considered in three ways: language - culture



- personality. That is, a cultured, tolerant person is formed through language [1].

The content of listening training includes:

- linguistic component, that is, language and speech material, regional studies, linguistic and cultural knowledge and socio-cultural knowledge;

- the psychological component, which is the psycho-physiological mechanisms and actions for their use in the process of listening, communication skills and abilities;

- methodological component - a set of training and compensating (adaptive) skills, which, together with speech skills, constitute a strategy for understanding the audio text.

Speaking about the difficulties that arise in the formation of auditory competence, it is understood that, first of all, these are the difficulties that arise in the perception of foreign speech by ear. When listening to foreign speech, many things can make it difficult for us: the content of speech, the choice of language means used by the speaker, the pace that he offers, the features of the speaker's speech: a strong reduction or "swallowing" of individual sounds, insufficient clarity of speech, the timbre of the speaker's voice, loudness, and so on. Further. Consider the classification of these difficulties.

According to scientists, research has shown that the efficiency of perception of information by hearing is 20%, visual - 35%, and their simultaneous use in the learning process increases the efficiency of perception up to 75%.

Today, multimedia technology is one of the most promising areas of informatization of the educational process. Improvement of software and methodological support, material and technical base, as well as mandatory training of teachers see the prospects for the successful use of modern information technology in education [2].

It is impossible to imagine learning a foreign language without multimedia learning technology. There is an opportunity to show the real process of communication in a foreign language, the need to bring the educational environment closer to the real situation of the studied language and culture, of course,

is a key task of foreign language teaching methods.

We found that multimedia is a type of hardware and software package. Multimedia technology allows us, ie users, to work interactively with heterogeneous data (graphics, text, sound, video) organized in the form of a single information environment.

Multimedia technology is a special type of computer, because it contains traditional visual information (text, graphics), as well as dynamic information - speech, song, video clip, animation, etc.

Multimedia technologies can perform many functions in the process of learning foreign languages, for example:

- combine different types of information in one container object (text, sound, video, etc.) and present them by affecting different human senses;
- development of critical thinking;
- stimulation of the cognitive process;
- implementation of interactive communication with the student;
- adapt to the needs of the student;
- individualization of the educational process;
- organization of group work in a multimedia environment;
- development of team work skills;
- formation of stable motivation;
- creating the most realistic conditions for the development of educational and professional skills (virtual laboratories, excursions, etc.)

Modern developed society has gained widespread use of Internet sites, podcasts, computers, audio and video materials. There are also major changes in the development of special courses that teach listening using multimedia technologies [3].

Time and teenagers are so developed that students can be online for several days: play online games, chat with each other via ICQ or Skype, talk about their lives on blogs, watch programs and movies. They believe that it is better to talk in a virtual environment than in private [4].

Nowadays, the word multimedia is becoming more and more popular among

students. The key issue is how to use many applications effectively. In this situation, the teacher guides the students in the right direction. The main goal of a teacher is to provide quality, effective education. The teacher must be able to create their own methodology, plan each step and show it to students.

We know that in the field of general scientific education, speech is considered as a complex and problematic unit. The main purpose of teaching a foreign language is to master the speech in the target language. That is, the student must have a complete and complete knowledge of the foreign language. I.A. Zimnyaya believes that "speaking is the main object of teaching in a foreign language."

Most importantly, the student must first master the grammatical structure of the native language, and then automatically transfer all knowledge to a foreign language. The subject of "foreign language" in the teaching of speaking in a foreign language is a subject of comparison with the native language.

In our understanding, speech is a purposeful, active, so to speak, process of transmitting and receiving information. Speech activity consists not only of speech actions and operations, it is also directly related to thinking, ie mental actions and operations, and is impossible without motor actions and operations such as speaking or writing.

As we know, the act of speaking involves speaking, listening, writing and reading. Successful speech depends on the formation of appropriate business acumen and skills. According to Galskova, speaking skills are "automated components of conscious speech in oral and written form."

When you understand and approach, you can tell the difference between speaking and speaking. When teachers develop students' speaking skills, such as reading aloud books in a foreign language, they also memorize these texts. Also, this type of speech is not considered active, but rather a passive form of speech, in which students read and repeat what others have done, without affecting the state of real communication in a foreign language. Only reading aloud develops a culture of speech.

Similarly, oral speech is formed by listening to speech in a foreign language and speaking independently.

Modern methods of teaching foreign languages are a science of how to prepare students for real communication with native speakers.

But it is impossible to teach communication in a foreign language by moving away from the real laws of communication. In his work, Weisberd writes, "Creating the learning process means imitating the basic, fundamentally important parameters of communication, which include: the individual nature of the communicative activity of the subject of communication, mutual understanding and interaction of speech partners, situations. as a form of communication activity, the content basis of the communication process, the system of speech means, the assimilation of which ensures communicative activity in communicative situations, the functional nature of mastering and using speech tools, the heuristic nature of communication.

Speech is a time-consuming and two-way process. Speech includes not only speaking but also listening. These two types of speech activity are closely related. By the term listening, we mean listening and comprehension. In addition, listening can act as a separate type of speaking activity (ie, long-term reception and identification of reports, lectures, interviews and other oral presentations).

The content of listening exercises includes the following components:

- linguistic component, ie linguistic and speech material, regional, linguistic and cultural knowledge;
- psychological component, which is psychophysiological mechanisms and their application in the process of listening, communication skills and abilities;
- methodical component - a set of educational and compensatory (adaptive) skills that make up the strategy of understanding the audio text.

As you know, vocabulary, grammar, pronunciation, etc. are required to master a foreign language. very little to know. It is very

important to be able to pronounce words correctly and appropriately in practice, for example: to change words and connect them, to understand the meaning in context. In general, the ability to speak in a foreign language.

We understand that speech activity is an active language system and the process of transmitting information and receiving messages. The act of speaking, in fact, means speaking and perceiving it.

Speech is closely related to thinking, more precisely, to the channels and operations of thought, and it is impossible to imagine speech without motor actions and operations, such as pronunciation and writing.

All existing forms of speaking: speaking, reading, writing and understanding a foreign language. The better the student's skills, the more successful he will be in speaking. As you can see, it all depends on the readiness of the student.

According to Galskova, speaking skills are the automated elements of oral and written speech. She also notes that speaking skills are elements of speaking skills such as lexical, grammatical, spelling, and pronunciation.

In fact, most people, even following all the rules, are not able to remember 100% of the information. Research shows that only 25 to 50% of the information we hear can be remembered. This means that when we talk to our students, supervisor, colleagues for 10 minutes, they pay attention to less than half of the conversation. If we receive instructions or new information, we do not hear the whole message. What to do if important information is not perceived? Obviously, by improving and improving listening skills, we increase the effectiveness of communication. This is an integral part of the successful acquisition of a foreign language and the formation of communicative competence among linguistic students. Moreover, it makes it possible to avoid misunderstandings, misunderstandings and even conflict situations in the process of communication, especially in a foreign language.

Effective listening in real communication involves observing body language, as it is not

uncommon to notice a discrepancy between verbal and non-verbal messages.

For example, if someone tells you that he is happy with his life, but through teeth or with teary eyes, you must consider that verbal and non-verbal messages are in conflict, the person may not be saying what he is experiencing or feeling on really. Good communication skills require a high level of self-awareness.

Improving your listening skills in a foreign language depends on the level of development of students' phonological competence, which includes not only the correction of the pronunciation of English sounds, but also the formation of listening skills, the correct use of their speech organs to reproduce the sounds of the English language and intonation.

Practice "active listening" and learn global-detailed listening, i.e. to form the ability to perceive and retain in memory not only the essence, but also the details of information. This involves not only a conscious effort to hear individual words, but, more importantly, to try to understand the meaning of the complete message. In live communication, special attention is paid to the communication partner. Thinking about counterarguments is carried out at the end of the statement. To form this skill, work is carried out in static, dynamic and variational pairs. The most effective, in our opinion, is the work of students in a dynamic pair, since this type of activity involves changing partners "diagonally and vertically", as well as in a variational pair, in which the work is carried out "along the chain". Working in a static pair with a regular partner makes the task easier, and the concentration of attention weakens.

For the successful solution of communicative tasks in intercultural communication, it is important to be able to respond with an adequate response, to pay attention to the interlocutor, but for most students studying a foreign language, the main problem of live communication is that English speech must be processed in real time. The impossibility to suspend or repeat the process of live communication leads to the "loss of the thread" of the dialogue or discussion and the impossibility of adequate speech behavior

with an English-speaking speech partner.

For the formation of listening skills, it is necessary to use authentic material in the classroom that corresponds to the level of language proficiency, relevant to the topics studied and vocabulary. The presence of a record optimizes the work process, as it makes it possible to process information an unlimited number of times. Using the technique of audiovisualization will allow you to better understand the content of authentic audiovisual materials and at the same time improve skills in various types of foreign

language speech activities, including listening.

**Description of materials and methods**

The main purpose of this section is to conduct a survey among students to determine the effectiveness of multimedia technologies, and to obtain information through questions, revealing the extent to which they can improve auditory competence through multimedia technologies.

An online survey was conducted using google.forms to determine the exact information of the respondents.

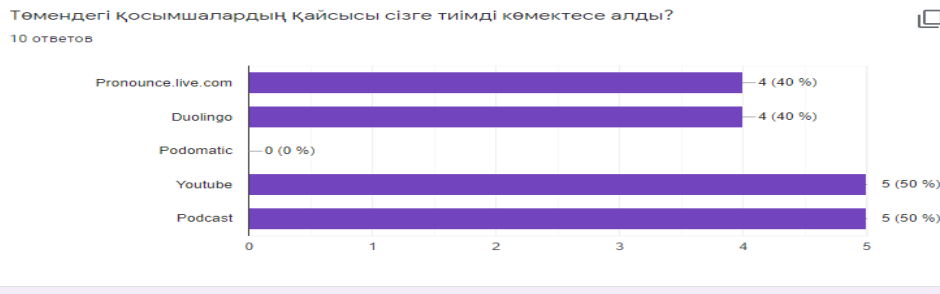


Fig.1. Use of multimedia applications for the development of auditory competence

As you can see, YouTube and Podcast applications are in demand among students, which means that these applications are very effective and high quality.

**Discussion**

As a result of the pandemic, when the whole world moved to online methods, students and teachers began to use a variety of multimedia applications. Since 2020, multimedia applications have become very popular.

As you can see, now students have decided to choose an online format to develop their auditory competence. We came to the conclusion that you can listen to the application anywhere, anytime.

**Results**

Concluding our article, we believe that a teacher should always update their methods, always develop themselves and provide new and quality education. Multimedia allows the teacher to make the lesson interesting and interactive. Through these applications, students can get feedback from each other, and also have many opportunities to speak in front of an audience. In this case, the teacher can monitor each student and see how well he or she hears.

Thinking that a new age requires a new method, we have come to the conclusion that information must be constantly evolving in the modern world.

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## THE EFFECT OF MASS MEDIA ON THE EVOLUTION OF POLITICAL DISCOURSE

### Abstract

The article is aimed at breaking down the main stages of the development of mass media, determining what changes occurred at every step of said development and specifying how it influenced the evolution of political discourse of today. The author tries to achieve that goal through identifying the connections between the development of mass media and political discourse and analyzing them. The relevance of the topic lies in the fact that since the rise of mass media and its following ubiquitous control over the way people receive and process the information, politicians' have been altering their lingua-pragmatic strategies and the manner in which they communicate with the society, particularly the citizens of their country, trying to make their speech more appealing at the cost of it being truthful. As a result, the power holders manipulate people's ideological stances and societal choices with the help of words. Meanwhile, society is not aware of the fact that their opinions are not their own but have been imposed on them by politicians through one of the main instruments of their influence – mass media. The article reveals what role mass media plays in the changes that occurred in political discourse and what effect it has on the public consciousness.

**Key words:** political discourse, mass media, public consciousness, message, information, technology, speech, lingua-pragmatic strategy.

### Аннотация

Статья посвящена анализу основных ступеней развития средств массовой коммуникации, обозначению основных изменений на каждом этапе данного развития и определению того, каким образом оно повлияло на эволюцию современного политического дискурса. Автор пытается достигнуть этой цели посредством определения связей между развитием средств массовой коммуникации и политическим дискурсом и последующим их анализом. Актуальность темы заключается в том, что с того момента, как средства массовой коммуникации начали повсеместно контролировать процесс получения и обработки людьми информации, политики стали изменять свои лингво-прагматические стратегии и манеру подачи информации гражданам своей страны с целью построить свою речь таким образом, чтобы она менее скептически воспринималась обществом. В результате, благодаря средствам массовой коммуникации политики получили возможность манипулировать идеологическими убеждениями людей и их выбором. В это время общество находится в неведении о том, что их мнение было им навязано с помощью основного политического инструмента воздействия – средствами массовой коммуникации. Статья освещает роль, которую играют средства массовой коммуникации в изменениях, возникших в политическом дискурсе, и как связь между средствами массовой коммуникации и политическим дискурсом влияет на общественное сознание.

**Ключевые слова:** политической дискурс, средства массовой информации, общественное сознание, сообщение, информация, технологии, речь, лингво-прагматическая стратегия.

### Аңдатпа

Мақала бұқаралық ақпарат құралдарының дамуының негізгі кезеңдерін талдауға, осы дамудың әр кезеңіндегі негізгі өзгерістерді белгілеуге және оның қазіргі саяси дискурстың эволюциясына қалай әсер еткенін анықтауға арналған. Автор бұқаралық ақпарат құралдарының дамуы мен саяси дискурс пен оларды кейінгі талдау арасындағы байланысты анықтау арқылы осы мақсатқа жетуге тырысады. Тақырыптың өзектілігі, бұқаралық ақпарат құралдары адамдардың ақпаратты алу және өңдеу процесін барлық жерде бақылай бастаған сәттен бастап, саясаткерлер өздерінің тілдік және прагматикалық стратегияларын және өз елінің азаматтарына ақпарат беру тәсілін қоғам аз скептицизммен қабылдайтындай етіп құра бастады. Нәтижесінде, бұқаралық ақпарат құралдарының арқасында саясаткерлер адамдардың идеологиялық сенімдері мен олардың таңдауын басқаруға мүмкіндік алды. Бұл уақытта қоғам олардың пікірі оларға әсер етудің негізгі саяси құралы – бұқаралық ақпарат құралдары арқылы жүктелгенін білмейді. Мақалада саяси дискурста пайда болған өзгерістердегі бұқаралық ақпарат құралдарының рөлі және бұқаралық ақпарат құралдары мен саяси дискурс арасындағы байланыс қоғамдық санаға қалай әсер ететіні туралы айтылады.

**Тірек сөздер:** саяси дискурс, бұқаралық ақпарат құралдары, қоғамдық сана, хабар, ақпарат, технологиялар, сөйлеу, лингво-прагматикалық стратегия.

### Introduction

"The medium is the message" stated Marshall McLuhan in 1964, implying that the way through which the information reaches the audience matters more than the content itself. In our day and age, his words can practically be reckoned as prophetic, since the media has been framing people's ideological views to the point that we can now call mass media the fourth power for its implicit ability to shape issues of all sorts into what fits its agenda; most of all political ones [1, p 7].

The emergence of different forms of mass media became one of the biggest, most influential factors that have affected the development of political communication that has been evolving for centuries.

As is generally known, media took root several centuries ago when print media became widespread, but its technological types did not appear until the 1920s with radio broadcasting (not counting the telegraph, since it still could transmit only written information). At that time the information gained the ability to travel faster since it could move with the speed of sound, speaking metaphorically and literally. But the speed with which the information could spread was not the only important change that occurred with the growth of radio broadcasting's popularity.

Before the technological revolution in the world of mass media, spoken word could

not be transmitted as fast as it can be at present, therefore politicians' speech mattered mostly on syntactic level as it could only be read in the newspapers. In the pre-radio era, reading another address to the nation by another inhabitant of the White House in the newspaper, people had no choice but to believe every word. Even if they had suspicions, they could not be based on real evidence of deceit but only on a hunch or on a memory of that same politician not making good on their promise back in the day. Such clues to the real agenda of a person as the confidence or lack thereof in their voice, intonation, emotional coloring of their voice did not matter since such elements of communication were unavailable during the time when the world of mass media was ruled by newspaper manufacturers and telegraphists [2, p. 2].

As for politicians themselves, it is clear that the main form of communication they had to be concerned with when it came to speech giving in the earlier times was mostly the written one. They had no need in rehearsing the speech to make it sound convincing for the people of the country, since the only thing that mattered was the way their words were arranged syntactically. Needless to say, that all of it changed with the invention of radio.

### Materials and methods

The central method that was used in this article is analysis of the developmental stages

of the mass media and how that technological progress affected the way political discourse was changing throughout the decades. The materials of that were used for the analysis of the main points of the article include the speeches of American politicians, particularly Donald Trump, that contain features of political discourse that developed under the influence of technological evolution of mass media.

### Results

Before the 1920s, people could not listen to the power holders of the country on a regular basis and therefore barely knew their personalities, which for that matter and for that reason did not matter as much as they do today. However, the emergence of radio broadcasts laid the first brick of the political persona-building enterprise. By the 1930, radio gave politicians the opportunity to address their nation directly. The ability of people to actually hear what the politicians had to say put the political communication on the whole new level. The inhabitants of the White House were still not visible to the general public on a daily basis, but they still had to start developing an appealing to the nation personality that they would present to the people of the country. They had to learn how to transmit their confidence with their voice, since their uncertainty, though not being a part of their message, could still be picked up on. Thus, if wielding their newfound prowess right, politicians could influence the masses in a way they saw fit [3].

For an inexperienced observer, the idea that such an inconspicuous thing like a voice might stir so much resonance might seem asinine. However, taking about the effect a voice can have, McLuhan referred to radio as a "hot" medium meaning that audible political speeches possessed the ability to incite passions and not always for good reasons. The history has plenty of examples of using the power of radio broadcasting for evil, the worst of which include Adolf Hitler and Benito Mussolini whose damage to the world does not need to be described. Yet it was still not the pinnacle to which political communication had a potential to rise.

Shortly after radio broadcasting gained

popularity, television started building up the momentum. It became clear that however big the influence radio had on people's perception of politicians, the most impactful revolutionary change in political communication happened with the spread of television in 1960s. That was the time when the first significant effect of technological media came into play.

With the emergence of TV, people could see the politicians notably more often than before. In fact, before the television, probably not everyone could even recognize politicians' faces unless they had not been printed in the newspaper regularly. In the pre-television and pre-radio era, the only way citizens could hear their politicians address the nation was during their public speaking or rallies. Thus, as it had been mentioned above, a lot changed with the invention of radio. That being said, mass media went on a new level with the spread of television [4, p. 716].

At first glance, matching the face with the speech of the addressing person seems insignificant, however it played a crucial role in the further perception of the political information. One of the first effects that took place with the emergence of TV is called depolarization. In this context, depolarization takes form of a process through which the focus of the political discourse shifts from sociopolitical ideas to specific political personalities. When people could finally see their politicians on a regular basis while those were addressing the nation, they were exposed to the opportunity to judge their characters. All of a sudden, people came by numerous reasons, rational or not, to trust or distrust the person speaking. In a way, it was the first step to acquiring a kind of authority over politicians. Probably, for the first time in history, common people became permanently critical of their politicians and not only because of the actions or ideas of the latter, but due to their off-putting personalities.

It goes without saying that the nation's change in political attitude became evident at one point or another. Consequently, politicians had to adapt to the changed perspective of their speech due to the influence of their overall persona on the people's perception

of their discourse. Not only did they have to carefully manufacture their speeches, but also come up with an appealing way of presenting themselves to the public on a regular basis. Giving a speech before an audience of commoners stopped being a once in a quarter event, it definitely became more often since there appeared an opportunity to do it more frequently. Politicians had to learn to use not only their verbal language, but also non-verbal one, too, employing it accordingly [5, p. 266].

The shift in politicians' demeanor can be explained from a psychological perspective. Carl Jung, a Swiss psychiatrist, psychoanalyst, and a founder of analytical psychology, distinguished four archetypes two of which can be used to explain why politicians present themselves the way they do. Those archetypes are persona and shadow.

The persona is an exaggerated version of ourselves that is based on the principle of conformity and the desire to make an impression on the society. Needless to say, that everyone has a persona that is developed to a greater or lesser extent; however, when it comes to public figures, such as politicians, it is safe to say that their persona is as elaborate and thought-out as it gets. In a way, they present a completely different person to the public than who they are in fact. In consequence of that their speech changes accordingly to fit their public character. Basically, the persona says everything people want to hear.

Contrary to the persona, there is the shadow that represents one's darkest traits and thoughts. For politicians, the shadow is the farthest thing from the persona because who they want to appear to be and who they really are inside are two completely different things. That is why with the emergence of television politicians acquired another tool of persuasion which is their persona. It was practically impossible to employ the persona in the pre-radio era, it got a little bit easier when radio spread and it became politicians' main tool when television came into play [6, p. 2-3].

The next step of technological transition after television was the invention and the following popularity of the internet. As a

matter of fact, the internet appeared in 1960s but it was only available for government researchers and was used to exchange information. The first version of the internet was called ARPANET (Advanced Research Projects Agency Network) and it was limited to the partners of the Defense Department. The official birthday of the internet is January 1st, 1983. That is the date when ARPANET changed the protocol to Transfer Control Protocol/Internet Protocol (TCP/IP). From then on, the internet started spreading to all the corners of the planet [7].

One might assume that not much has changed in political communication when the emergence of the internet since it is practically television that provides news on the cue. However, that is far from being the truth. Even though by the time the internet spread out politicians have already got accustomed to having their speeches being visually recorded and distributed all throughout the country and have already built up their most appealing personas, the internet with each year of its development brought something new to the table of mass media, and politicians had to find ways to adapt.

### **Discussion**

The former US president Donald Trump, who was under constant attack by the media during his presidency, knew a little bit of something about adapting his speech to the media environment. One of the peculiarities of his speech is that most of the time it makes no sense unless perceived visually. Trump speaks in such a way that his spoken word becomes incoherent once written down. One of the reasons for that is his excessive interaction with the audience. More often than not Trump jumps from one point to another helping people better relate to him; he lets the audience finish his sentences for him when the ending is obvious from the context and his intonation. For instance, he uses a raised eyebrow or a shrug after making a vague implication with an intention to let the audience reach the right conclusion themselves; and people do since it is easy when the person making a vague statement is right in front of you. His body language makes Trump easy to understand



during his live speeches. However, on paper his words make very little sense. What makes matters worse for journalists is that Trump's speech is full of non-sequiturs. This is another reason why his speeches are not suitable to be read in transcript form and are only effective and easier to follow in person because of the subtle cues he gives with his body language. Referring to Trump conversational style of speech, he himself calls it "the back of the sentence reverts to the front".

All of the features that make Donald Trump's speech unique come down to one general peculiarity of his speaking style – his speeches are not meant for sound bites. This can be considered one of the things that refers to the way Donald Trump has adapted his speech for the internet era. It is crucially important for politicians to watch their every word in order for their speech not to be clipped and the excerpt used against them. That was not such a predominant problem during the time of television. The fact that politicians' speeches were used against them by the media in the pre-internet time cannot be neglected; however, the technological advancement that the Internet brought with it has made the process of altering video and audio clips so easy that it is now used practically non-stop [8].

These days, it has become rather difficult to find a speech of a politician that has not been changed in one way or the other. The problem of the 21st century is disinformation that is the result of the excessive use of the technological features that are only available on the internet. The virtual space is flooded with video clips or excerpts of speeches of influential people, including politicians, that say things they have never said before. That is the main reason why politicians have to manufacture their speeches in such a way that it would be hard to cut and clip it to make it mean whatever the media wants it to mean.

This is exactly why Donald Trump's speaking style is so chaotic: he jumps from one sentence to another without finishing it, letting the audience do it for him. His adversaries call him mentally unfit to give a coherent speech or have an understandable conversation; however, they do not take into account that he, in many cases, has to make

his speech incoherent for those who are not present to watch his address to the nation live or those who are present for his speech. By changing the subject mid-sentence, Trump makes it impossible to conjure up a short clip that would make sense without a context. He compensates the lack of cohesion with his rich body language that he has mastered. Incidentally, he does not even answer some captious questions of the journalists during the press conferences for the sole reason that he knows for a fact that there is no way he can give a reply that would not be used against him by the media.

Donald Trump employs emotional language to substitute for the actual one. He rallies people with the help of impassioned conversation that is both effective in persuasion and is constructed in such a way that more often than not the media cannot make it mean sensible anything than what Donald Trump implied initially. That speaking style is very smart in our day and age where the media uses its own deceiving tools to manufacture political speeches right, left, and center.

### **Conclusion**

It is safe to say that the struggle of putting one right word after another was not an issue when the internet did not exist or was still in an embryo state. Politicians could speak freely. Their only concern was to make their point across to the people in such a way that they would be understood. The language itself was very formal because they had to maintain a high-status political persona. They tried to relate to the people, but with that they also needed to maintain a clear line between the nation and themselves. They had to appear to be omnipotent, omniscient and for that they had to present themselves as different from everybody else, different from the common folk. That has changed in the 21st century [9, p. 232].

The internet's main feature is to break barriers and bring people closer to each other. It also became a tool that politicians used to win people's trust even without telling the truth. With the rise of the internet, the style of speaking of politicians became more conversational due to all of the features the

internet brought with it. One of them being blogging on social media. This genre of political communication resembles a journal that can contain personal information; and it is not a secret that sharing something personal or even the illusion of it earns trust. Politicians were no longer bound by the chains of formal speaking as it had been before the Internet. They were free to get as close to people as they wanted to; and that certainly impacted the public consciousness. The evidence to that is Twitter permanently suspending Donald Trump's account. They would not do that if what he said was not impactful.

Thus, the changes that technology has brought into political communication are undeniable. The speaking style of politicians has been adapting to the new conditions since the invention of radio and continues to do so all throughout the ceaseless development of the Internet. Thus, it is hard to precisely predict what it is going to be like in a decade; however, there is one thing we have to keep in mind while actively or passively engaging in mass media activity – the medium is the message.

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**VERBAL AND NONVERBAL FEATURES OF THE MEDIA  
TRANSMISSION OF THE MIGRANT IMAGE IN THE ENGLISH-LANGUAGE DISCOURSE OF  
SOCIAL NETWORKS**

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**Annotation**

In the era of globalization of the information space, it was social networks that appointed a new direction in the study of media discourse. Since language and society are interconnected, this influence has increased the interest of scientists in studying the changes that occur due to the use of the Internet, as well as the features and specifics of language in network communication and the media. In the modern and progressive world, social networks play an important role, because today social networks are something more than just a platform for communication. The relevance of the study from the point of view of the social factor is due to the fact that social networks provide opportunities for socialization and are one of the ways to update and disseminate information, influencing the general public. The relevance of the work is due to the important socio-cultural significance of the discourse of social networks today. The discourse of social media is the most popular and at the same time little-studied communicative phenomenon. Now the information and communication environment is rapidly developing due to the introduction of various technologies, which leads to the emergence of new patterns, including linguistic. The relevance of the research from the perspective of linguistics is determined by the study, description and analysis of verbal and non-verbal features in the English-language discourse of social networks, since the discourse of social networks tends to change. The article discusses verbal and nonverbal features in the English-language discourse of social networks. The author of the article reveals the features of the verbal and nonverbal media transmission of the migrant image. The media space has a huge audience and opportunities to influence it. So that the study of these features is relevant.

**Keywords:** discourse, media broadcast, media space, social networks, verbal features, non-verbal features, migrant.

**Аннотация**

В эпоху глобализации информационного пространства, именно соцсети назначили новое направление в изучении медиадискурса. Поскольку язык и общество взаимосвязаны, данное влияние повысило интерес ученых к изучению изменений, которые происходят благодаря использованию Интернета, а также особенностей и специфики языка в сетевом общении и СМИ. В современном и прогрессивном мире, социальные сети играют важную роль, так как на сегодняшний день социальные сети это что-то большее, чем просто платформа для общения. Актуальность исследования с точки зрения социального фактора обусловлена тем, что социальные сети предоставляют возможности для социализации и являются один из способов актуализации и распространения информации, воздействуя на широкую общественность. Дискурс социальных медиа является самым популярным, и в то же время малоизученным коммуникативным явлением. Актуальность работы обусловлена важным социально-культурным значением дискурса социальных сетей на сегодняшний день. Сейчас информационно-коммуникативная среда стремительно развивается благодаря внедрению

различных технологий, что приводит к появлению новых паттернов, в том числе и языковых. Актуальность исследования с позиции лингвистики определяется изучением, описанием и анализом вербальных и невербальных особенностей в англоязычном дискурсе социальных сетей, поскольку дискурс соцсетей имеет тенденцию меняться. В статье рассматриваются вербальные и невербальные особенности в англоязычном дискурсе социальных сетей. Автор статьи раскрывает особенности вербальной и невербальной медиатрансляции образа мигрант. Медиaproстранство обладает огромной аудиторией и возможностями влияния на нее. Так, что изучение этих особенностей является актуальным.

Ключевые слова: дискурс, медиатрансляция, медиaproстранство, социальные сети, вербальные особенности, невербальные особенности, мигрант.

### Аңдатпа

Ақпараттық кеңістіктің жаһандануы дәуірінде медиадискурсты зерттеуде жаңа бағыт тағайындалған әлеуметтік желілер болды. Тіл мен қоғам бір-бірімен байланысты болғандықтан, бұл әсер ғалымдардың Интернетті пайдалану арқылы болатын өзгерістерді, сондай-ақ желілік қарым-қатынас пен БАҚ-тағы тілдің ерекшеліктері мен ерекшеліктерін зерттеуге деген қызығушылығын арттырды. Қазіргі және прогрессивті әлемде әлеуметтік медиа маңызды рөл атқарады, өйткені бүгінгі таңда әлеуметтік медиа тек байланыс алаңы ғана емес. Әлеуметтік фактор тұрғысынан зерттеудің өзектілігі әлеуметтік желілердің әлеуметтенуге мүмкіндік беретіндігімен және көпшілікке әсер ете отырып, ақпаратты жаңарту мен таратудың бір әдісі болып табылатындығымен байланысты. Әлеуметтік медиа дискурсы-ең танымал және сонымен бірге аз зерттелген коммуникативті құбылыс. Жұмыстың өзектілігі бүгінгі таңда әлеуметтік медиа дискурсының маңызды әлеуметтік-мәдени маңыздылығына байланысты. Қазір ақпараттық-коммуникациялық орта әртүрлі технологияларды енгізудің арқасында қарқынды дамып келеді, бұл жаңа үлгілердің, соның ішінде тілдік үлгілердің пайда болуына әкеледі. Лингвистика тұрғысынан зерттеудің өзектілігі әлеуметтік желілердің ағылшын тіліндегі дискурсындағы ауызша және вербалды емес ерекшеліктерді зерттеу, сипаттау және талдау арқылы анықталады, өйткені әлеуметтік медиа дискурсы өзгеруге бейім. Мақалада әлеуметтік желілердің ағылшын тіліндегі дискурсындағы ауызша және вербалды емес ерекшеліктер қарастырылады. Мақала авторы мигрант бейнесінің ауызша және ауызша емес медиатрансляциясының ерекшеліктерін ашады. Медиа кеңістігінде үлкен аудитория және оған әсер ету мүмкіндігі бар. Сонымен, бұл ерекшеліктерді зерттеу өзекті болып табылады.

**Тірек сөздер:** дискурс, медиа тарату, медиа кеңістік, әлеуметтік желілер, ауызша ерекшеліктер, вербалды емес ерекшеліктер, мигрант.

### Introduction

In the second half of the XX century, a comprehensive study of language and a functional and communicative approach to language led to the emergence of new paradigms, concepts and definitions in linguistics. Discourse has become one of these concepts. Linguist Teun Adrianus van Dijk defines discourse as a communicative event, a communicative act and a complex unity of linguistic form, knowledge and action. [1, p. 121 – 122] Like the term discourse itself, its classification and typology are also ambiguous. From a sociolinguistic point of view, a personal (personality-oriented) discourse

is distinguished, in which the speaker acts as a person, and an institutional discourse, the speaker of which is a representative of a certain social institution. In turn, the writer G. G. Pocheptsov offers the following classification of discourse according to its features of speech, a symbolic reflection of the real situation and the communicative situation: television and radio discourse, newspaper, theater, film discourse, literary, advertising, political, religious, festive, nonverbal, intercultural and others. [2, p. 210]

With the development of mass media technologies and mass media in general, as well as with the expansion of virtual information,

a new definition as a media discourse also appears. Media discourse is the products and processes of speech activity in the field of mass media and communication. The media discourse is characterized by interaction and impact on the target audience. Modern mass media play an important role in shaping public opinion. In the era of globalization of the information space, it was social networks that appointed a new direction in the study of media discourse. The social network has become an integral part of everyday interaction, communication and socialization, providing various kinds of information, educational resources and entertainment. Social networks have a number of functions, such as self-presentation, communication, cooperation, socialization, information exchange and others. To transfer materials and resources to the media space, the concept of media transmission is introduced.

Since language and society are interconnected, this influence has increased the interest of scientists in studying the changes that occur due to the use of the Internet, as well as the features and specifics of language in network communication and the media. Now the information and communication environment is rapidly developing due to the introduction of various technologies, which leads to the emergence of new patterns, including language. Social networks are characterized by Internet discourse, the features of which Professor David Crystal was the first to try to describe, noting that this type of discourse is distinguished by a combination of written and oral speech. [3, p. 284] Moreover, the linguistic features of Internet discourse include the presence of linguistic means of various styles (journalistic, colloquial, artistic), linguistic units, lexical means of expression, verbal and nonverbal means of communication.

#### **Materials and methods**

The main method that was used in this article is discourse analysis, which is used to analyze texts and reactions to them in various fields of knowledge. The description method and content analysis were also used in the work.

The source for the analysis is the popular

social network Instagram, which has more than 2 billion users, is not only a fast-growing social platform, but also a tool for promoting business and other fields of activity.

#### **Results**

The object of the analysis is the concept of migrant. A migrant is a person who has made migration, that is, relocation, change of residence. To analyze the media transmission of the migrant image in the English-language discourse of social networks, it is necessary to identify its verbal and nonverbal specification. Verbal features are determined by verbal means of communication: language and speech (lexical and syntactic components). Nonverbal features characteristic of the discourse of social networks are expressed in such nonverbal means of communication as elements of the sign system: illustrations, symbols, emoticons (pictograms conveying emotional facial expressions)/ emojis.

#### **Discussion**

Nonverbal features of the media transmission of the migrant image in the English-language discourse of social networks.

Using hashtagging (a tool for classifying similar content) migrants, more than 269 publications are provided. Most of the publications are accompanied by art, cartoons, images showing the process of moving, difficult living conditions, news reports, statistics, photographs of political figures and their statements. We can also note images in black and white format, which help to convey the essence of the frame and concentrate on it, removing unnecessary unnecessary information.

Verbal features of the media transmission of the image of migrant in the English-language discourse of social networks.

Also using hashtags (a tool for classifying similar content) migrants, more than 269 publications are provided, but in addition to the word migrants, the words refugees (1.2 million publications), asylum seekers (78.8 thousand publications) and human rights (4 million publications) are used in hashtags. Thus, in the social network Instagram, the concept of migrant is compared with the concepts of refugee and asylum seeker, while these terms are not synonymous and

completely differ in meaning. Ilya Shablinsky, a professor at the Faculty of Law of the Higher School of Economics, explains that a migrant performs all the formalities when moving from one country to another, while refugees are groups of the population forced to leave their country due to an obvious threat to their life and health. [4] The concept of human rights in the context of migration publications refers to the International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families, adopted by the UN General Assembly. The main purpose of which is to protect the rights of all migrant workers and members of their families at the international level. [5]

The next verbal feature of transmitting the image of a migrant in social networks is the use of:

- Terms: migrant worker, asylum seeker, border governance, borders, displacement, migrant flow, undocumented and others.

- Stable expressions:

With migrate power comes migrate responsibility [6]

Refugee rights are human rights [7]

- Slogans:

Solidarity with refugees, refugees welcome here, no one is illegal, we stand together for refugees, humanity has no borders and others which support and are positive about migration,

Refugees go home, go home, refugees not welcome and others which are against it.

- Citations:

Biden stops use of 'illegal alien' for migrants [8]

Obama says Haitian migrants' plight is 'heartbreaking' [9]

### **Conclusion**

Currently, mass media influences public consciousness and opinion using various linguistic means, including verbal (linguistic means of expression) and nonverbal (visual images and elements of the sign system), thereby forming certain images, text messages and symbols in relation to migrants. Thus, stereotypes, prejudices are formed that separate strangers and their own and an intolerant attitude towards migrants, which negatively affects society.

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**FEATURES OF TRANSLATING TERMS IN THE OIL AND GAS INDUSTRY INTO KAZAKH**

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**Андатпа**

Мақаланың мақсаты терминдер аудармасының ерекшеліктерін анықтау және оларды қазақ тіліне аударудың тиімді тәсілдерін анықтау болып табылады. Мақсатқа жету үшін келесі міндеттерді шешу қажет: терминдердің жалпы классификациясын құру, мұнай-газ өнеркәсібі саласындағы терминологияны аударудың негізгі тәсілдерін анықтау, терминдерді ағылшын тілінен қазақ тіліне аударуға салыстырмалы талдау жүргізу.

Мақала объектісі ретінде - ағылшын тіліндегі мұнай-газ терминологиясы алынған. Мақала пәні ретінде мұнай-газ тақырыбындағы ағылшын терминдерін аудару ерекшеліктері.

Қарқынды ғылыми-техникалық прогресс адам қызметінің барлық аспектілеріне әсер етеді. Бүгінгі таңда ғылым мен техниканың заманауи саласын әртүрлі елдердің мамандары арасында ақпарат пен озық идеяларсыз елестету мүмкін емес. Техникалық аударма қызметтің барлық салаларында сұранысқа ие болады және аудармашыдан тиісті құзыреттілік деңгейін талап етеді. Техникалық аударма саласында терминологияны аудару мәселесі ерекше өзекті болып табылады. Техникалық мәтіндер негізгі ақпаратты қамтитын терминдерге толы. Терминологияны аударудағы дәлсіздіктер мен қателіктер бір кәсіби саланың мамандары арасында түсінбеушілікке әкелуі мүмкін. Сондықтан терминологияның дұрыс емес аудармасы технологиялық процеске, жобаларды іске асыруға, сондай-ақ белгілі бір салада жұмыс істейтін ұйымдардың дамуына теріс әсер етуі мүмкін.

Мұнай-газ саласы мәтіндерінің аудармасы мамандандырылған терминологияға қатысты техникалық аударманың ең күрделі түрлерінің бірі. Бүгін де, мұнай-газ және мұнай өңдеу өнеркәсібі қарқынды дамуда, демек, осы саланың терминологиялық бірліктерінің саны қарқынды өсуде. Техникалық аударма, атап айтқанда мұнай-газ мәтіндері саласындағы зерттеулер көптеген қолданбалы мәселелерді шешуге және әртүрлі елдердің мамандары арасында ақпарат алмасуды жеделдетуге ықпал ететін барабар аудармаларға қол жеткізуге бағытталған маңызды міндет болып табылады. Өзектілік - заманауи аударма тәжірибесінің қажеттілігімен және мұнай-газ саласындағы мәтіндердегі терминдерді ағылшын тілінен қазақ тіліне барабар аударуды қамтамасыз ету қажеттілігімен анықталады.

**Түйін сөздер:** мұнай-газ, аударма, техникалық сала, трансформация, өнеркәсіп, құжат, нарық, кен орын.

**Аннотация**

Целью статьи является выявление особенностей перевода терминов и определение эффективных способов их перевода на казахский язык. Для достижения цели необходимо

решить следующие задачи: составить общую классификацию терминов, определить основные способы перевода терминологии в сфере нефтегазовой промышленности, провести сравнительный анализ перевода терминов с английского на казахский язык.

В качестве статьи взята англоязычная нефтегазовая терминология. Особенности перевода английских терминов на нефтегазовую тематику как предмет статьи.

Интенсивный научно-технический прогресс затрагивает все аспекты человеческой деятельности. Сегодня современную отрасль науки и техники невозможно представить без информации и передовых идей среди специалистов из разных стран. Технический перевод будет востребован во всех сферах деятельности и потребует от переводчика соответствующего уровня компетенции. В сфере технического перевода вопрос перевода терминологии является особенно актуальным. Технические тексты полны терминов, содержащих основную информацию. Неточности и ошибки в переводе терминологии могут привести к недопониманию между специалистами одной профессиональной сферы. Поэтому неправильный перевод терминологии может негативно сказаться на технологическом процессе, реализации проектов, а также на развитии организаций, работающих в той или иной сфере.

Перевод текстов нефтегазовой отрасли является одним из наиболее сложных видов технического перевода применительно к специализированной терминологии. Сегодня активно развивается нефтегазовая и нефтеперерабатывающая промышленность, а значит, стремительно растет число терминологических единиц этой отрасли. Технический перевод, в частности исследования в области нефтегазовых текстов, является важной задачей, направленной на решение многих прикладных задач и достижение адекватных переводов, способствующих ускорению обмена информацией между специалистами разных стран. Актуальность определяется необходимостью современной переводческой практики и необходимостью обеспечения адекватного перевода терминов в текстах нефтегазовой отрасли с английского на казахский язык.

**Ключевые слова:** нефть и газ, перевод, техническая, трансформационная, промышленность, документ, рынок, месторождение.

### Abstract

The purpose of the article is to identify the features of the translation of terms and to determine effective ways to translate them into the Kazakh language. To achieve the goal, it is necessary to solve the following tasks: to make a general classification of terms, to determine the main ways of translating terminology in the oil and gas industry, to conduct a comparative analysis of the translation of terms from English into Kazakh.

The English-language oil and gas terminology is used as an article. Features of the translation of English terms on oil and gas topics as the subject of the article.

Intensive scientific and technological progress affects all aspects of human activity. Today, it is impossible to imagine the modern branch of science and technology without information and advanced ideas among specialists from different countries. Technical translation will be in demand in all fields of activity and will require an appropriate level of competence from the translator. In the field of technical translation, the issue of terminology translation is particularly relevant. Technical texts are full of terms containing basic information. Inaccuracies and errors in the translation of terminology can lead to misunderstandings between specialists of the same professional field. Therefore, incorrect translation of terminology can negatively affect the technological process, the implementation of projects, as well as the development of organizations working in a particular field.

Translation of texts of the oil and gas industry is one of the most difficult types of technical translation in relation to specialized terminology. Today, the oil and gas and oil refining industry is actively developing, which means that the number of terminological units of this industry is



rapidly growing. Technical translation, in particular research in the field of oil and gas texts, is an important task aimed at solving many applied problems and achieving adequate translations that accelerate the exchange of information between specialists from different countries. The relevance is determined by the need for modern translation practice and the need to ensure adequate translation of terms in the texts of the oil and gas industry from English into Kazakh.

**Keywords:** oil and gas, translation, technical industry, transformation, industry, document, market, field.

### Introduction

In the oil and gas sector, translators are faced with many difficulties. Main difficulty is translating with precise interpretation without emotional colorings. Basing on this, it was aimed at identifying and revealing the features of the translation of oil and gas related texts, where I have founded the solutions of reaching equivalence in the target language. While investigating process, all objectives were reached and, of course, the aim of the study was achieved accordingly. Hence, relying on the research information, the next conclusions could be drafted.

Main task of scientific and technical literature is to convey specific information for readers very clearly and accurately in the target text. The interpretation of scientific and technical texts should correctly convey the meaning of the original text as close as possible to the original text. The deviations are not appropriate in technical translation. By the features of the source language, the target language's style is formed accordingly. In general, translation is not required to be either retelling interpretation or just a literal translation of the original text. Under any circumstances, it is important to include the essential information of the source text. Because the loss or omission of data can cause some difficulties between parties. As research illustrations, there were used oil and gas related texts of scientific and according to the stylistic features of both languages. The scientific and technical style of the language of the oil and gas industry. Overall, the scientific and technical style is distinguished by the logical sequence of the message. The paradigm of utterances' interrelations is chosen by the good command of language in both language. Therefore, author's proficiency is defining accuracy by preserving the richness of the material in the translation process. Style

of modern English scientific and technical language is based on the norms of English written language: grammar, vocabulary and the method of presentation of the material.

Often in scientific and technical texts, the usage of a particular term system is determined by the norms of the target language. Moreover, there are various abbreviations in technical texts. If their decoding is not included in the text, then the translation of abbreviations is selected according to terminological dictionaries. In the process of investigating scientific and technical translation's main methods have been identified and analyzed, namely: loan word, calque, transliteration, modulation, equivalence and adaptation. It was concluded that a combination of these translation techniques is necessary for the translation process. Furthermore, the translation transformations are used in the process of translating the scientific and technical style. Replacement and transposition are the most frequently applied transformations. Omission, addition, sentence fragmentation and integration are much less common in translating oil and gas industry related texts.

### 1. Translation in the oil and gas industry as a part of technical translation

Technical translation is a specific translation that spreads certain scientific and technical information among the countries of various languages. Technical translation is considered as a translation of scientific and technical documentation. According to I.R. Galperin, the language of technical translation tends to be impartial, accurate, without emotions and deprived of individuality. This means it is based on a scientific style, which is characterized by logical sequence of utterances, use of terms, accuracy, unemotionality and impersonality [1, 307-308 p.].

Based on the above-mentioned assumptions, the common features are:

- Sentences of technical texts should be interpreted with strict and clear indication of their interrelations and interdependence;
- Use of terms are specific to all fields of science;
- Accuracy matters in translating messages precisely;
- The state of being unemotionally and objectively is required feature;
- The impersonality is also typical peculiarity, especially the use of passive constructions.

According to Jody Byrne, the technical text is intended to convey messages as distinctly and efficiently as possible, but the scientific text discusses, reviews and compiles data with explanation of ideas, proposing new concepts or approaches as well [12, 2 p.]. The main requirements for the technical translators are professional skills that consist of bilingual language capability, familiarity with one certain specific industry and the ability of using translation tools in order to carry out technical translation from source language into target language qualitatively. A technical translator should have good knowledge with special technical education in science and technology, which includes technical translation. The original form of scientific speech is in written form. When translating technical texts and documents, the translators should remember that, they should not miss any single information in the translated text, as it could distort the meaning of the whole text. The written form is understandable, as it gives to the addressee the opportunity to establish their personal pace of perception.

Hence, the key objective is to determine the thought that is included in the source message. Generally, translators need to know technical terms with a sufficient understanding and good command of the subject. The distinct identities of the scientific style are enlightening character, logical, precision and impartiality [3, 95 p.].

## **2. Specificity of translation of terminology in the oil and gas industry into kazakh language**

Stylistic features

The language of English scientific and technical literature is relied on the standards of source language that includes three main features:

1) Grammar. Only grammatical norms are used in written language. Passive, impersonal constructions are widely disseminated. For the most part, nouns, adjectives and impersonal forms of the verb are used in compound sentences. Logical emphasis is often achieved by inversion of the normal word order structure.

2) Vocabulary. Many certain terms of other languages` are in use. The alternatives were chosen very carefully for the explicit convey of messages. Because words, prepositions and conjunctions provide logical connections between utterances in translation.

3) The method of presentation. The main objective of scientific and technical language is to convey information to a readership precisely and accurately. This is carried out by a reasoned explanation without using emotionally colored tone of words and expressions.

L.I. Borisova says: "The scientist's style is formal; it avoids inaccurate definitions, incomplete generalizations, sensations. There must be always clarity as well as deep understanding of the theme that are indivisible; prudence is inherent to correctness: a scientist cannot assert what he cannot demonstrate. Usually a scientist does not speak in the first person, because facts are important to scientist. Scientists also avoid spoken language" [2, 21-29 p.].

Basing on this notion, the inherent demands for the style of technical language is an exact and explicit statement, clear narrative and concrete explanation of the realities. The main emphasis is placed on the logical aspect, rather than emotional aspect of the message. Translators strive to eliminate the possibility of unjustified interpretation. Therefore, technical style has almost no expressive means, such as metaphor and metonymy. The substantive stylistic distinction of a technical texts is an

accurate presentation of the subject with complete absence of expressive elements that represents an emotional coloring to the speech accordingly.

Thus, investigating the stylistic features of scientific and technical texts, we need to follow the characteristics that are consisted from the clarity, lucid statement and good command of inherent vocabulary. All of these features are of great importance. Translators often fulfil stylistic adaptation of the translated text by skipping the emotional components of the source text, which are considered as a non-conforming element in a scientific style.

Grammatical and lexical features

Characteristic features of the technical translation:

- Informativeness or content;
- Logic, namely, strict sequence, explicit connection between the substantive idea and specifics;
- Correctness and objectivity;
- Clarity and comprehensibility arising from these features.

Furthermore, as noted by I.V. Arnold, the most striking peculiarity of the technical language is identified by the using of intrinsic terminology. Each branch of science comes up with its own terminology in conformity with the work method of the subject [4, 167 p.]. Terminology is the basic nature, main element and the most important attribute of the scientific language. To be frank, term embodies the general features of the scientific style. Therefore, we can say, it could be consistent part with the objectives of scientific communication.

The terms are special words that limited by their special purpose striving to be unambiguous as an exact expression of concepts and the name of things [7, 435 p.]. Generally, the term is based on a scientifically modeled definition. Term expresses concepts and designates objects due to its strict and precise definition. The complex relationship between everyday language words and terms makes it difficult to identify the individual sector terminology of technical literature. In each article in narrow technical specialization, the quantity of terms does not exceed

one hundred words. While the science and technology are developed, the unambiguous technical terms may have additional meanings and become ambiguous general scientific and technical terms. Terms must be represented with an explicit definition and interpretation as well as they are required to establish clear understanding of the transmitted information among specialists. Above all, terms must have an explicitly identified definition, which can include logical aspects by defining the place in the paradigm of a certain field of science. In the oil and gas sector, the quantity of oil is called barrel, this means the term meaning should be precisely corresponded to the definition of a concept.

Since the technical text is filled with terms, which bear the primary responsibility, there is needed to briefly elaborate the terminology.

In daily communication, the words might usually be many-valued, in other words they have several meanings. For example, the word "field" that has several translations in Kazakh:

Сала; дала; кен орны; телім; баған; орта; жайылым; спорт алаңы.

In this case, there should be chosen the third translation, which means a geographical area where many oil or gas wells manufacture from a stable reservoir for a long time. Because translation is related to the oil and gas industry. Such polysemy of words is a factor of the linguistic richness in the general literary language. Lexical ambiguity gives speech flexibility and vividness which allows to express the subtlest shades of thought.

### **2.1. Technical language**

In a technical language, the main requirement is the utmost accuracy of the expression of thought, which does not allow the possibility of various interpretations. Therefore, as the main requirement for the term becomes uniqueness, that is, the presence only one permanent specified meaning.

Considering the main sources of the emergence of English technical terminology, the use of specialized terminology: a large number of very specific concepts, as well as numbers, symbols, graphs and diagrams. This can be challenging for the translator who does not have sufficient knowledge of these fields [19, 89

p.]. To meet this kind of challenges translators can use two ways of forming terms into their mother tongue. The main approaches for the formation of English scientific and technical terms are lexico-semantic and morphological:

1. The lexico-semantic way means the acquisition of different meanings by the same word. For English scientific and technical texts, the word formation by the conversion approach is considered as important one. Its definition: the word transformation from one part of speech into other ones unless any morphological changes of the word. The

most common form of such a transition is the formation of verbs from nouns and vice versa, for example:

- motor (қозғалтқыш), to motor (қозғалтқыш тәртібінде жұмыс істеу);  
- generator (генератор), to generator (генератор тәртібінде жұмыс істеу);  
- increase (көбею), to increase (көбейту).

2. Morphological approach is a combination of morphemes based on available stem and word-formation affixes in the language:

- Prefixes: an adding a prefix to the stem.

a) With a negative meaning:

Table No. 1

non-	non-conventional fuels	баламалы жанармай түрлері
un-	unstable condensate	тұрақсыз конденсат
il-	illegal	заңсыз
ir-	irregular	тұрақсыз
dis-	displacement	ығыстыру

b) With different meanings:

Table No. 2

mini-	mini-refinery	шағын мұнай өңдеу зауыты
up-	upstream	мұнай іздеу және өндіру
down-	downstream	мұнай мен газды өңдеу және тасымалдау
back-	backflow	кері ағын
sub-	subsurface	жер қойнауы

- Suffixes: by adding a suffix to the stem.

a) For the formation of nouns:

Table No. 3

-ing	drilling, boring; tubing	бұрғылау; сорғыш компрессорлық құбырлар
-er	stakeholders	мүдделі тараптар
-or	agitator	араластырғыш
-ment	development	игеру
-tion	production; adsorption	өндіру; адсорбция
-back	netback	нетто-құн
-out	blowout	апаттық атқылау

-age	breakage; tillage	жарылу; жерді өңдеу, жырту
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b) For the formation of verbs:

Table No. 4

-ize	to energize	қуат көзіне қосу
-up	to ball-up	ластану
-fy	to verify	тексеру
-en	to lengthen	жалғау
-ate	to separate	бөлу

c) For the formation of adjectives:

Table No. 5

-ic	periodic	мерзімді
-able	measurable	өлшемді
-ful	useful	пайдалы
-less	useless	пайдасыз
-ive	active pit	жұмыс сыйымдылығы, резервуар

Structurally, all terms are classified as follows:

1. Simple terms such as "oil (мұнай)", "gas (газ)", and "condensate (конденсат)".

2. Complicated terms formed by compounding. The constituent parts of such terms are often combined by using a connecting vowel:

- air + meter = aerometer (аерометр).

Phrases whose components are in an attributive relationship, that is one of the components defines the other:

- back pressure (көрі қысым);
- basket grapple (ішкі ұстау);
- conductor pipe (өткізгіш құбыр);
- blanket gas (қойнауқат газ).

The term is considered as an inherent part of a definite logical paradigm. The terms values and their definitions must follow the rules of logical classification of certain paradigm. It is performed through distinguishing between objects and concepts as well as avoiding uncertainty or contradiction. Also terms should have purely one name that are deprived of any secondary meanings, which could cause some distractions of specialist attention. The metaphor and the presence of any emotional aspects must be excluded for the term in the

translation process. The term meaning from the context appears if there would be many-valued words, that is, if more than one meaning is attached to the term in the given field of knowledge. When translating scientific texts, the main thing is to convey thought, the logic of thought, the essence of scientific theory and the sequence of events. To this end, it is often necessary to change the syntactic structure of the phrases which are contained in the original translations [20, 23 p.].

In summing up the study of scientific and technical features in oil and gas industry, particularly in scientific and technical texts, a large number of special terms are used. That is why you can see that the first place is occupied by the saturation of scientific and technical texts with certain terms.

### 3. Equivalence and adequacy of translation in the oil and gas industry

Scientific and technical translations with the special requirements seek considerable attention to achieve the equivalence and adequacy of translations from source language into target language. Above all, the equivalence is required to be included in the definition of translation accordingly. After that, the notion "equivalence" is being estimated

and an equivalent translation is accepted as a "decent" or "correct" interpretation. Lastly, since equivalence is a provision of translation, the task is to define this provision by pointing out what the translation equivalence is, which must be preserved during the translation process [5, 120 p.]. Therefore, there are two approaches of translation: direct translation or indirect translation. The first three methods are direct. The remaining ones are indirect.

#### 1. Loan words

In linguistics, the term «borrowing» describes a process in which one language replicates a linguistics feature from another language [6, 16 p.]. They can be semantics, structure or form of a term that allows filling a gap. Loan word is not such a method of converting that can attract translators for creating a stylistic effect. First, translators are interested in new loan words even it represents its individual aspect. It worth mentioning that loan words regularly enter the language by translation process, including semantic derivation. The main trends in the translation of scientific and technical neologisms is the borrowing of new terms and calques. Many loan words were occurred in the 90s of the XX century, which had been added to the lexical composition of the target language. However, nowadays the surplus of borrowing terms gives way to some lexical replacements. Despite this, an unjustified borrowing of terms or realias are often found in technical texts. In this respect, it is necessary to focus on the availability of the translation and terminology in the translation process. For example:

- default – дефолт (міндеттемені орындамау);

- briefing – брифинг (нұсқау, қысқа мәжіліс);

- manager – менеджер (жетекші, басқарушы);

- provider – провайдер (қамтамасыз етуші).

All words were borrowed from English into Kazakh language.

#### 2. Calque

This is a special kind of loan word. It is considered as a part-by-part restoration of a word in another language, that is why it

borrowed from a foreign language and literally translates its constituent elements. The two distinct classes of calques might be identified: lexical calques, which respect the syntactic structure of target language, while introducing a new mode of expression; and structural ones, which introduce new constructions into target language [15, 166 p.]. In technical sciences, element-by-element translation or calque of complex terms is also widely distributed: far-advanced – ілгері дамыған, tax-free – салықтан бос.

#### 3. Transliteration

This type of approach is occurred while translating the source text's lexical units using the letters of the target language. In other words, it is called a repeating the letters of the source language by writing them in appropriate alphabet of target language. Usually transliteration is understood as the transfer of words of one language by graphic characters of another language [18, 209 p.]. For example:

· Aeration – аэрация немесе ауалау;

· aerometer – ареометр;

· diverter – дивертер.

Alternatively, they are likely to be encountered in sentences:

- Oilfield service companies will create new manufacturing plants in order to facilitate investments and enable new technologies.

Here we can notice: service, company, investment and technology. Taking into consideration the transliteration method, the translated sentence should be read as follows:

- Мұнай сервистік компаниялар инвестицияны жеңілдету мен жаңа технологиялармен қамтамасыз ету үшін жаңа өндірістік зауыттарды салады.

#### 4. Modulation

This type of translation method uses minor changes in meaning or changes in point of perception depending on context [10, 134 p.]. Due to this, modulation can be defined as the using a message that is different in the source and translated into target languages to convey the same idea. It changes the semantics and differs the point of view of the source language. By modulation translator makes a change altering its meaning of the

target text. This method is applied within the same language. It also helps the reader a lot and it makes him think that this is the precise way of interpretation in their language. For instance:

- It is difficult to provide many wells with slickline operations.

Translation:

- Бірнеше ұңғымаларды жер асты жөндеу жұмыстарымен қамтамасыз ету оңай емес.

Next example:

- All geologists remembered the location of oil reservoir.

Translation:

- Барлық геологтар мұнай шоғырының қайда орналасқанын ұмытпады.

#### 5. Equivalence

Dynamic, formal, functional, communicative, connotative, denotative, text-normative, pragmatic, textual, total, approximative, one-to-one, one-to-many, one-to-nil, semantic, content, stylistic, lexicographical, etc. equivalence types galore [16, 39 p.]. The possibility of two texts describes the same situation using completely different stylistic and structural means. In this case, we are talking about equivalence. R. Jakobson believes that equivalence comes in three types – intersemiotic (equivalence between sign systems), interlingual (equivalence between languages) and intralingual (equivalence within one language; paraphrasing or rewriting the same content) [8, 21-22 p.]. However, E.A. Nida has identified the two kinds of equivalence – formal equivalence (attempts to translate the source text word for word into another language) and dynamic correspondence (applies the culturally pertinent features of the receptor language to the newly translated text) [9, 95-96 p.]. For example:

- Company needs to buy a new derrick, but it costs an arm and a leg.

There is used an idiom, which means "very expensive". While translating we can translate it as a simple word or as an idiom

in the target language, because it is an interlingual equivalence. The main task is to convey the message in any way. Translation should be given in the following way:

- Компания жаңа бұрғылау мұнарасын қажет етеді, алайда ол тым қымбатқа түсіп тұр.

Next example:

- Oilmen were about to kill two birds with one stone by testing bell nipple and casing pipe.

This is interlingual equivalence as well. In this case, the definition of the above-mentioned idiom is "to achieve two aims at once":

- Мұнайшылар ажырамалы науа мен қаптама құбырды сынамақ болып, бір оқпен екі қоянды атқылары келді.

#### 6. Adaptation

This method is widely used in films, television, the theatre, music, dance and other media [13, 3 p.]. However, it can be applicable in the oil and gas industry as well, where the given message in the source language is not included in the target language. Moreover, it must be conveyed through another message that is could be considered as an equivalent for translators. For example:

- The commissioning of a Unit-2 was represented to the staff.

Here the word "Unit-2" is confusing expression for translator. He should follow all three stages in order to translate respectively:

- Пайдалануға берілген екінші газды кешенді дайындау қондырғысы қызметкерлерге таныстырылды.

In concluding, the above-mentioned methods are widely used in technical translation. Any translator by applying these approaches can easily attain the objectives in translation. Moreover, these methods are widely used among professional translators. This means that all of them are considered as convenient approaches in the translation process.

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## THE MODEL OF THE FORMATION OF INFORMATION-COMMUNICATION COMPETENCE OF FUTURE FOREIGN LANGUAGE TEACHERS

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### **Abstract**

Presently one of the popular subject area is the competencies of FL teachers in the field of ICT (information-communication technology) in teaching foreign languages. The main purpose of this article is identifying the theoretical-methodological foundations for the formation of information-communication competence of a modern teacher. The article covers the model of formation of information-communication competence of graduates.

**Keywords:** competence, competency, Information-communication competence, digital competence, digital skills, the model of Information-communication competence of future teachers.

### **Аннотация**

В настоящее время одной из популярных предметных областей являются компетенции преподавателей английского языка в области ИКТ (информационно-коммуникационных технологий) при обучении иностранным языкам. Основной целью данной статьи является выявление теоретико-методологических основ формирования информационно-коммуникационной компетентности современного педагога. В статье рассматривается модель формирования информационно-коммуникационной компетентности выпускников.

**Ключевые слова:** компетенция, компетентность, Информационно-коммуникативная компетентность, цифровая компетентность, цифровые навыки, модель информационно-коммуникативной компетентности будущих учителей.

### **Түйіндеме**

Қазіргі таңда шет тілдерін оқытуда АКТ (ақпараттық-коммуникациялық технологиялар) саласында ағылшын тілі оқытушыларының құзыреттілігін қалыптастыру мәселелері қызу талқыланып жатқан пәндік салалардың бірі болып табылады. Осы мақаланың негізгі мақсаты қазіргі заманғы мұғалімнің ақпараттық-коммуникативтік құзіреттілігін қалыптастырудың теориялық және әдіснамалық негіздерін анықтау болып табылады.

**Тірек сөздер:** құзыреттілік, құзырет, ақпараттық-коммуникативтік құзыреттілік, цифрлық құзыреттілік, цифрлық дағды, болашақ шет тілі мұғалімдерінің ақпараттық-коммуникативтік құзыреттілігінің үлгісі

## INTRODUCTION

At the present stage the development of education the processes of globalization and informatization of vocational education act as key phenomena that form and change the content, methods and means of implementing the learning process in any field of knowledge. The field of modernization of modern foreign language vocational education is no exception, since the main goal of the process of training FL is the formation of communicative competence of graduates, which is impossible without interaction with the outside world and with representatives of the countries of the language have being studied. Thanks to the variety of available and regularly emerging new information and communication tools, this interaction has become easily feasible.

## LITERATURE REVIEW

In the analysis of the relevant literatures, we concretize the terms "competence", "competency", "Information-communication technologies" in the context of professional teacher education, which is especially important in the current conditions of information technology developments. Furthermore, the selected papers concentrate on aspects of future teachers' "information-communication competence".

The problem of differentiation of the concepts "competence" and "competency" is dedicated to the works of A. V. Khutorskoy, E. G. Asimov, L. V. Bolotov, I. A. Winter, V. S. Lednev, N. D. Nikandrova, A. M. Novikov, V. V. Serikov, M. V. Ryzhkova, R. White, N. V. Chomsky, A. N.

Shchukin and others, where the authors draw a distinction between these concepts.

Well known domestic scientist and professor, rector of Ablai khan KazUIR and WL S. S. Kunanbaeva (2010) adheres that kompetentnost' is a category of acmeology and signifies the opportunity for professional and intellectual development.

In addition, she identifies Kompetentsii as an integrated determination of level of qualities of education and the readiness of graduates (Kunanbayeva, 2013).

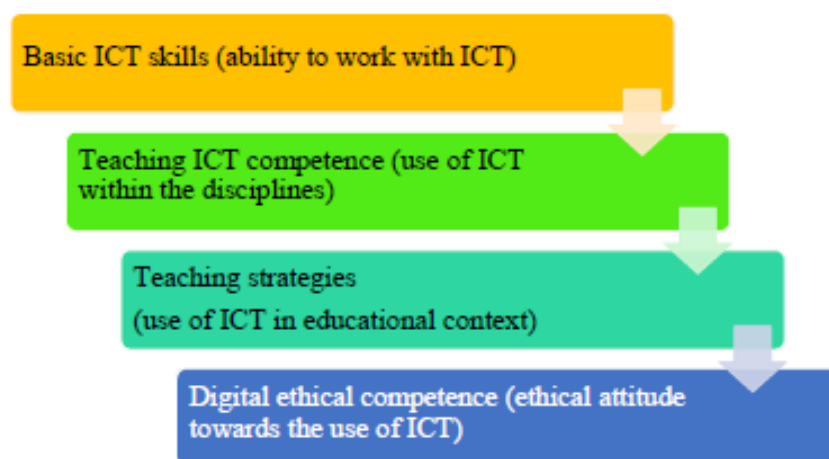
Many representatives of psychological and pedagogical sciences including: V.I. Baydenko, I.A. Zimnaya, A.S. Belkin, A.V. Khutorskoy, J. Raven, etc., have recently addressed the development of problems of a competence-based approach to teaching, the formation of competencies of future teachers.

## METHODOLOGICAL FOUNDATION

Several foreign scientists are attempting to develop and establishing models for the formation of information and communication technologies for upcoming and practicing teachers, including foreign language teachers.

Norwegian scientist R. Krumsvik (Krumsvik, 2014) proposed a model of digital competence of teachers, which includes four components:

- Basic ICT skills
- Teaching ICT competence
- Teaching strategies
- Digital ethical competence (Krumsvik, 2011).



Picture 1. Four components of DC.

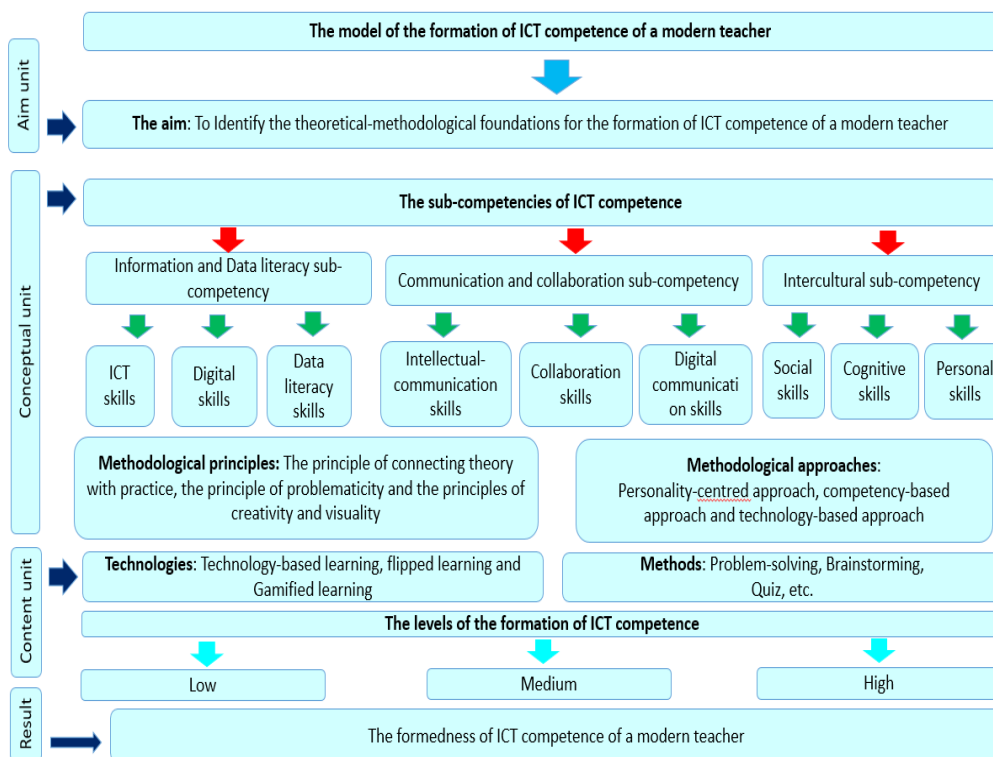
**THE MODEL OF THE FORMATION OF INFORMATION-COMMUNICATION COMPETENCE OF FUTURE FOREIGN LANGUAGE TEACHERS**

Having considered the above provisions presented by various international scholars in the field of information and communication technologies in the educational context, it should be emphasized that, especially in the teaching of foreign languages, most of them agree that the ICT competence of a teacher consists of several interrelated groups of competencies.

The first of them includes didactic competencies. They imply the knowledge and skills that a teacher possesses which allow him to identify the didactic properties of various ICT. As well as the ability to methodically approach the choice of certain ICT within the framework of educational goals. The second group implies technological competencies,

that is, a series of knowledge and skills in the technological field that the teacher possesses and which allow him to adequately select and use various technological resources with certain technical attributes in the successful execution of identified educational tasks, such as information presentation, the development of educational skills, etc.

Thus, when investigating the issue of the formation of ICT competence of future foreign language teachers, it is necessary to identify the major successes made by foreign and domestic experts in the field of ICT use in the educational process. In this section of research, we tried to put forward our own model of formation of ICT competence of future FL teachers.



Picture 1. The model of the formation of ICT competence of future FL teachers

**DISCUSSION**

Accordingly, the aim of our model is to identify the theoretical-methodological foundations for the formation of ICT competence of a modern teacher. In this regard, we have chosen the approaches of methodological and theoretical basis of

formation of ICT competence like technology-based approach, competency-based approach and personality-oriented approach.

In addition, we have identified principles that can use during formation of ICT competence of future FL teachers, such as the principle of combining theory with practice,

principle of problemat�city and the principles of creativity and visuality.

Additionally, the model consists of three sub-competences of ICT.

- Information and Data literacy sub-competency.

- Communication and Collaboration sub-competency.

- Intercultural sub-competency.

### **CONCLUSION**

In the course of the study confirmed supported many scientists (E. G. Azimov, I. A.

Winter, A. M. Novikov, A. V. Khutorskoy, A. N. Schukin), looks at the different nature of the concepts "competency" and "competence". A competency is a set of knowledge, abilities and skills you need to master during the process of educational activities. A competence is not only the possession of knowledge, abilities and skills, it means that the ability to apply them yourself in professional activities.

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## FUNCTIONS OF FOREIGN LANGUAGE PROFESSIONALLY ORIENTED TRAINING

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### Abstract

The article is devoted to the actual problem of the development of professionally oriented foreign language education in the system of Kazakhstani higher education. Are being considered The functions of foreign language professionally-oriented training of students-journalists from the standpoint of theory and practice of the modern methodology of foreign language education are highlighted.

**Keywords:** foreign language, foreign language education, language function, competencies, professional training, professionally-oriented foreign language education, student-journalist.

### Аннотация

Статья посвящена актуальной проблеме развития профессионально ориентированного иноязычного образования в системе казахстанской высшей школы. Рассматриваются функции иноязычного профессионально-ориентированного обучения студентов-журналистов с позиции теории и практики современного иноязычного образования.

**Ключевые слова:** иностранный язык, иноязычное образование, функция языка, компетенции, профессиональная подготовка, профессионально--ориентированное иноязычное образование, студент-журналист.

### Түйіндеме

Мақала шетел тілін оқыту әдістемесінің қазіргі теориясы мен практикасы тұрғысынан журналист-студенттерді кәсіби-бағдарлы шетел тілін оқыту функцияларын анықтауға арналған.

**Түйін сөздер:** шетел тілі; шетел тілін оқыту, тіл қызметі; құзіреттілік, кәсіби дайындық, кәсіби-бағдарлы шетел тілі білімі, студент-журналист.

### 1. INTRODUCTION

The present paper is aimed at defining the functions of foreign language professionally-oriented education from the standpoint of theory and practice of the modern methodology of foreign language education. The ongoing modernization of the higher education system in the Republic of Kazakhstan is designed to act as a driving force and a solid basis that ensures and guarantees the creation of a new quality of the country's professional and intellectual potential, capable of realizing the high standard plans taken by Kazakhstan to become one of the fifty most developed and competitive countries in the world. The theory of human capital, which

defines human intellectual resources as a research object as one of the basic factors of the country's macroeconomic development, is considered in the strategy of Kazakhstan in the tasks of accelerating the formation of a competitive state as one of the key conditions for a qualitatively new socio-economic breakthrough of the country in its innovative and strategic development and solving problems to ensure the international competitiveness of Kazakhstan. This predetermines the legitimacy of the state requirements for professionally-oriented education to ensure competitive education and the quality of professionally-oriented education products that meet international standards. Consequently, this

paper discusses the social-humanistic, social-economic and social-ideological functions of foreign language professionally-oriented education.

## 2. LITERATURE REVIEW

The studies on the professionally-oriented education, foreign language professionally-oriented education and its functions are done by the scientists in Kazakhstan. For example, Kunanbayeva (2014) studies the competence modeling of foreign language professionally-oriented education. The notion of professionally-oriented education is considered as a social category in the content-ideological basis which expresses the national-identifying specifics of each society. Kazakhstani author Kulibayeva (2006) states that professionally-oriented education is aimed at solving the problems of society and the state in achieving personal-state educational qualifications and world-class standards, predetermined by the interests and tasks of this country.

A huge contribution to the development of the theory of professionally oriented teaching of a foreign language was made by M.V. Lyakhovitsky (1981). He substantiated the principle of the professional orientation of educational material in teaching a foreign language in non-linguistic universities. The author emphasized that the study of a foreign language should not be an end in itself, but a means to achieve the goal of increasing the level of education, erudition within the framework of one's narrow specialty. Accounting for the specifics of major specialties, according to the author, should be carried out in the following areas such as work on special texts, the study of special topics for the development of oral speech, study of the minimum vocabulary in the relevant specialty and creation of manuals by teachers to activate the grammatical and lexical material of students.

Essential contribution to studying the highlights of professionally-oriented education has been made by Russian scholars as well, namely Sergeeva, Pokhodzey (2014), Obratsova, Ivanova (2005), Lukashenko (2003) and Lisovsky (2003).

V.T. Lisovsky considers the listed

composition of the socializing function, including the moral and political one. Researchers single out the economic function of "education", while not referring to its macroeconomic role as a key component of the economy, but single it out as a professional economic or vocational educational function, thereby emphasizing its professional educational function.

The above authors' classifications testify to the recognition by all researchers of the socializing function of 'education' as a complex hierarchical system that ensures the intellectual and professional development of the individual as a social product predetermined by the state.

## 3. FUNCTIONS OF FOREIGN LANGUAGE PROFESSIONALLY-ORIENTED EDUCATION

Intercultural relations are actively developing in our world and various events are organized and held at the international level. In modern conditions, foreign language communication is becoming an important component of the future professional activity of a specialist. The purpose of foreign language education in higher education institutions is to form the ability and willingness to use a foreign language as a means of everyday, business and professional communication using modern information communication technologies.

At present, according to Akhmetova (2020), professionally oriented teaching of a foreign language, focused on ensuring the professional needs of students when choosing the directions of educational programs and their educational content and specifications, is purposefully determined and aimed at ensuring the formation of abilities for intercultural communication when conducting business negotiations with representatives of a foreign culture in order to achieve the planned professional target result and communicative effect in the conditions of international interaction.

The consideration of education as a value includes state, social and personal values, and in its very essence it is a process of moving from goals to a pre-planned result.

In general, Kunanbayeva (2014) divides the main functions of education into social and humanistic, socio-economic and socio-

ideological (see the figure 1).

Socio-humanistic function of education is aimed at developing the spiritual life of society, where higher education plays a decisive role, because it not only directly affects the formation of the individual, but also lays a sense of social responsibility, allows you to preserve, develop, broadcast the spiritual heritage.

Socio-economic function of education is associated with the formation and

development of the intellectual, scientific, technical and human potential of society, with its social stratification, which determines its macro-economic significance.

Socio-ideological function of education is based on the idea that the implementation of which allows ensuring the security of society in its broadest sense, social control, social mobility, sustainable development of society, its internationalization and inclusion in general civilizational processes.

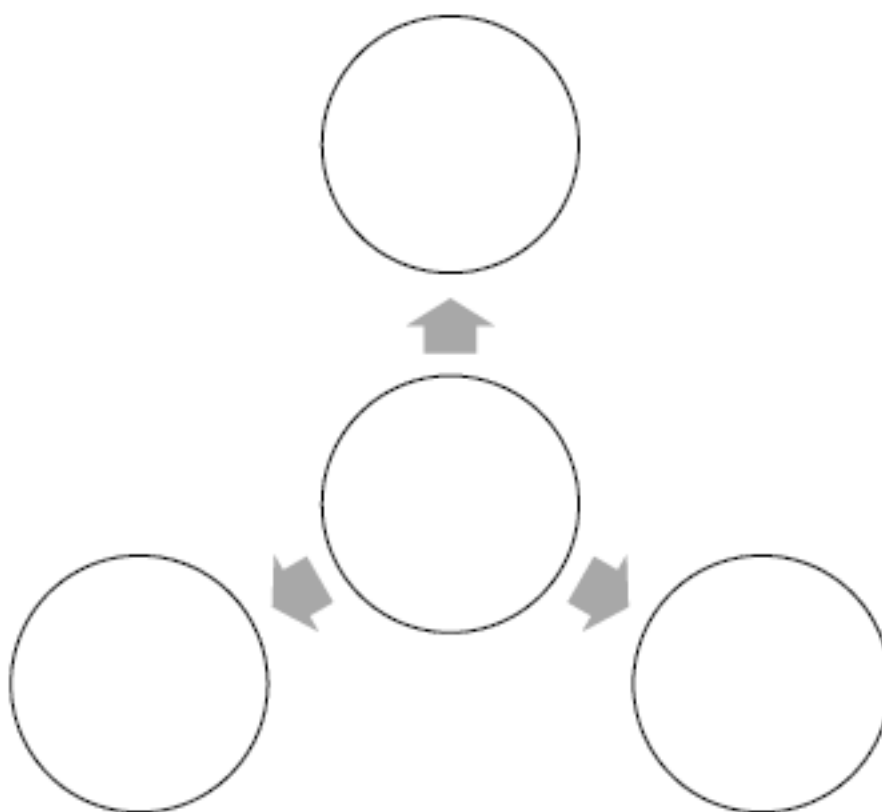


Figure 1 – Functions of education (Kunanbayeva S.S.)

The following functions of foreign language education are suggested by Vanyagina (2021):

- communicative;
- educational and ideological;
- informational;
- socio-cultural;
- integrating;
- reflexive-developing.

The problems of professional training of journalists cannot be solved without the inclusion of specially organized communication training in the educational process, since it is in

communication that a person defines himself and introduces himself. The shortcomings of the communicative development of a specialist significantly impede his professional and personal growth, therefore, the **communicative function** of a foreign language is especially important in the educational process, which forms the communicative (oral and written) competence of a future specialist.

Since a language, including a foreign language, is by its very nature a means of communication, in the professional training of journalists the communicative function is

primary. The communicative function of a foreign language is considered by us as a complex integrated phenomenon, in which all its main properties are combined.

**The communicative function** shows that language is a means of communication. A foreign language helps to carry out intercultural communication. Based on the theoretical conclusions of the professor of Moscow State University S. G. Ter-Minasova (2010), we believe that intercultural communication is a process of interaction between communicants who have information about the culture of their country and the country of the language being studied, as well as who are able to adequately apply professional knowledge, skills and abilities, verbal, non-verbal forms of communication in various communication situations.

When studying a foreign language, a **sociocultural function** is realized. The starting point for comparing different cultures is their equivalence, and the teaching goals of intercultural education include tolerance for diversity. Students must find their way into the world of another culture, carry out a 'dialogue of cultures' during communication. Kunanbayeva (2010) states that "The social meaning of communication lies in the fact that it acts as a means of transferring forms of culture and social experience." So, this is the way a **socio-cultural function** is realized.

In order for future specialists to feel confident in real life situations, professional problems are posed in foreign language classes, provoking future journalists to solve them, forcing them to look for solutions, to express their opinion in a foreign language. Language learning is built on the creation of communicative role-playing situations, the construction and reproduction of dialogues. Examples of communicative situations can be the orientation in the city, a conversation with a representative of a public organization, etc. Since the main form of conducting foreign language classes is communication between students, these forms of interactive activities expand the possibilities of individual work with future journalists, which is the key to success in teaching.

**The educational and ideological function** of a foreign language is to ensure the general development of the student, expand his horizons, accumulate knowledge about the world around him, and form his worldview. To know a foreign language is to own the tools of exploring the world, to have direct access to the values of world culture, history, science, literature, and art. In the process of teaching humanitarian disciplines, including a foreign language, moral and aesthetic ideas are formed, a system of world views, the ability to follow the norms of behavior in society and to comply with its laws. The needs of the individual as motives for social behavior, activities, values and value orientations, and worldview are also formed. I. L. Bim (2007) noted that a foreign language in accordance with other academic subjects performs serious educational functions, namely, the functions of forming a developed personality.

Humanitarian disciplines have a great educational potential, primarily due to the content of education. Authentic materials such as texts, audio and films selected from foreign magazines and newspapers according to the studied profile, technical documentation and the Internet are of great help in realizing this potential. Such materials arouse great interest among future journalists. They contain the necessary volume of professionally significant linguistic and cultural information reflecting modern achievements in the field of specialized sciences, data on the way of life in the countries of the target foreign language, national character, mentality, traditions, customs, moral and spiritual values. This is reflected in the language, providing an opportunity to overcome the one-pointedness of the future specialist, given by professional training, and at the same time lay the foundations of a humanistic worldview. Currently, there are ample opportunities to get acquainted with the achievements in the professional field abroad. Future specialists need the skills to search and use foreign language information on issues they are interested in.

So, **the information function** of the language is closely related to the integrating function, since they allow you to accumulate



the necessary information on a professional profile, integrating knowledge from different areas.

**The integrating function** of foreign language learning allows solving the actual problem of interdisciplinary relations and integrating professional and foreign language learning. In this sense, a foreign language is an effective means of interdisciplinary integration, since language is a sign system that allows you to represent any necessary information.

In the domestic system of foreign language education, the approach to integrating language and professional training is known as Professionally Oriented Foreign Language teaching or Language for Special Purposes (LSP). These approaches imply language acquisition for professional purposes. The process of teaching a professionally oriented language involves the involvement of various methods, techniques and forms of organizing the activities of students, including an individual learning approach, the use of interactive methods and multimedia tools and situational role-playing games.

**The developing function** of a foreign language lies in the fact that by teaching languages, one can develop the universal competencies of future journalists. The trend of the 21st century is the formation of so-called "soft" skills, emotional intelligence, the ability to effectively learn, communicate and work with technology. A foreign language contributes to the development of flexible and communication skills.

In addition, learning languages is a great mental workout and an opportunity to improve your memory. Learning languages has a beneficial effect on brain development. Language experts are distinguished by their ability to multitask and concentrate, they have a developed memory and the ability to adapt. Journalists with high foreign language proficiency level, as a rule, are intellectually developed, have a broad outlook and flexible thinking. Moreover, they are sociable, efficient and purposeful.

**The developmental function** of a foreign language is closely related to the manifestation of the creative beginning of students, the

independent mastery of information by future journalists in the process of active cognitive activity. Future journalists are involved in solving problem situations that stimulate the need for communication, to present their own point of view. This increases motivation, helps to improve foreign language speech, forms the communicative and professional competencies of students and promotes personal growth.

In the conditions of a modern university, the emphasis in teaching should be placed on the practical aspect of foreign language proficiency, which implies that students master all types of speech activity. It is necessary to teach the student to use a foreign language as a means of interpersonal communication, enriching the spiritual world, studying foreign and domestic culture. This requires a specially organized and managed by the teacher system of students' actions, leading to their personal development, the formation of resilience to overcome emerging difficulties in communicating with people with whom interaction is carried out in the course of educational activities.

In the process of mastering a foreign language, special attention should be paid to the practical aspect of language proficiency, taking into account modern trends in the development of the language, the motivational aspect, as well as taking into account the psychological and pedagogical characteristics of oral and written speech. Learning a foreign language becomes a creative process of discovering the country of the language being studied, the mentality of people who speak this language. If we take into account all the features of the function of a foreign language on a full scale, mastering foreign language material will become more accessible, this is an incentive to increase students' interest in the subject and for more conscious language acquisition.

### CONCLUSION

Teaching foreign languages is of great importance for the development of future specialists, the formation of communicative and professional competencies of students, and meets the requirements of modern society. The essential characteristic of

professionally-oriented foreign language learning and the developed description of functions, the content and functional content of its structural components in teaching a professionally-oriented foreign language to journalist students allow us to conclude that professionally oriented foreign language learning as an integral pedagogical system of interpersonal interaction and personal self-realization of all subjects of the educational

process on the basis of the integration of structural components helps to improve the quality and effectiveness of professional training, increase the availability of education, the implementation of a continuous process of the student's personality socialization, the implementation of his individual educational trajectory as the basis for a successful future professional activity.

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## PECULIARITIES OF SOMATIC PHRASEOLOGICAL UNITS IN THE MODERN ENGLISH-LANGUAGE SONG DISCOURSE

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### Түйін

Бұл мақалада қазіргі ағылшын тіліндегі әннің материалында соматикалық компоненттері бар фразеологиялық бірліктердің жұмысына талдау келтірілген. Бұл фразеологиялық бірліктерді қолдану ерекшелігі сипатталады және контекстке байланысты олардың фразеологиялық мағынасының даму ерекшеліктері анықталады. Зерттеу материалы ХХІ ғасырдың басында шыққан ағылшын тіліндегі әндер болды. Автор келесі әдістерді қолданды: бақылау, жіктеу, фразеологиялық бірліктерді сандық және контекстік талдау. Фразеологиялық бірліктер кілт сөздің болуына қарай жіктелді.

**Түйін сөздер:** ән дискурсы, фразеологиялық бірлік, креолданған мәтін, соматикалық компонент, соматизм

### Abstract

This article analyzes the functioning of phraseological units with the somatic components in the modern English-language song discourse as well as identifies the features of the usage of these phraseological units in the context. The paper shows the specific functions of phraseological units with the "head", "heart", "eye" and "face" elements. The research material was English-language songs fund of all genres released at the beginning of the 21<sup>st</sup> century. The author used the following methods: observation, classification, quantitative and contextual analysis of idioms. Phraseological units were classified according to their keyword. All units are provided by their definitions, reasons of their origin and supported by examples from the lyrics.

**Keywords:** song discourse, phraseological unit, idiom, creolized text, somatic component, somatism

### Аннотация

В данной статье представлен анализ функционирования фразеологических единиц с соматическими компонентами на материале современной англоязычной песни. Описываются специфика употребления данных фразеологических единиц и выявляются особенности развития их фразеологического значения в зависимости от контекста. Материалом исследования послужили англоязычные песни, выпущенные в начале ХХІ века. Автор использовал следующие методы: наблюдение, классификация, количественный и контекстуальный анализ фразеологических единиц. Фразеологические единицы были классифицированы согласно наличию ключевого слова.

**Ключевые слова:** песенный дискурс, фразеологическая единица, креолизованный текст, соматический компонент, соматизм

## 1 INTRODUCTION

Each language has a number of special expressive utterances that adorn speech, and English is no exception. Such phrases have been formed for centuries and reflect the history and culture of the people who speak this language. English plays an important role in the modern world in sense of being internationally significant.

Currently, there are many modern methods for teaching English. The most effective one is the study of not only the language but also the culture that gives possibilities for learners to better understand the essence of language and the people who spoke it. That is why, from the linguoculturological side, phraseological units are considered as a phenomenon containing elements of a national-cultural plan. Words and expressions often found in literature, TV programs, radio, and online communities are not always translated into their native language and often have two meanings. Learning the phraseology of the English language will allow us to listen to songs and watch movies in the original language without obstacles. In fact, language proficiency becomes impossible without the correct interpretation of phraseological units.

The main advantage of possession of phraseological vocabulary is an accessible and correct perception of literary and journalistic texts. The adequate usage of phraseological units in practice in written and oral speech shows a high level of language proficiency. Another important advantage of using such phrases is the strengthening of the aesthetic aspect of the language. By studying a foreign language, we simultaneously penetrate into a new national culture as well as study the richness of the language. Phraseology is an integral part of any language, reflects the picture of this people. Idioms can contribute to the introduction to a new worldview.

The phraseology of modern English is quite diverse, therefore it is worth paying special attention to its study. According to statistics, the greatest difficulty for people learning English is the phraseological layer of the language. However, after mastering the idioms, the line between fluency in the language

at the level of a native speaker and a person learning the language is erased. Knowledge and appropriate use of phraseological units give confidence; increase the speaker's verbal readiness and expressiveness.

## 2 METHODOLOGY

One of the most effective methods of studying phraseological units is song material. Firstly, it promotes involuntary memorization of speech structures. Secondly, it allows students to practice the rhythm and intonation of English speech, clearly demonstrating the correct pronunciation. Thirdly, modern musical material can attract any student with its rhythmicity and emotional colouring. Fourth, associative images that arise when listening to songs also allow learners to memorize idioms in the appropriate context.

Listening to songs in the classroom has a positive effect on students, develops speech abilities, activates mental activity, stimulates the emotional factor in learning, and awakens creative imagination. The usage of song lyrics with phraseological units in the classroom by the teacher enriches students' vocabulary and contributes to its excellent memorization.

Somatic (from Greek. "soma" – body) – bodily, referring to the body, i.e., since ancient times, it has been easiest for a person to draw an analogy with his own body. It was one of the easiest ways to measure yourself with the world around you, as it evokes associations with what is most familiar to a person and is constantly nearby. There are a huge number of phraseological units with bodily vocabulary, which are their components. This work presents both the external parts of the body (head, face, eyes) and the internal parts (heart).

Under the influence of globalization, the English-language song began to popularize the culture of the UK and in the USA; furthermore, it accelerated the pace of the popularity of learning English.

Listening to songs is actively used in the practice of learning English, having a positive impact on the development of listening skills and understanding of spoken language. The development of computer technologies also plays an essential role in stimulating interest in English song discourse. Thanks to the Internet,

it became possible to view the lyrics of songs by any artist of any time.

As a result of the research of various scientific sources, it turned out that linguists have presented a large number of works on the theory of discourse. The linguistic fund is rich in articles about various types of discourse, but there is not much material about one particular variety known as song discourse. To date, the most valuable works on song discourse have been presented by T. N. Astafurova, O. V. Shevchenko, L. G. Duniyasheva, Yu. E. Plotnitsky, M. A. Potapchuk, E. A. Menzairova, Yu. A. Kremlev, N. A. Alekseeva, K. N. Popov.

M. A. Potapchuk notes that the source of communication in the song discourse is the author of the composition and the performer himself. V. E. Khalizev speaks about the eternal presence and dominance of the author in any work of art; "the spirit of authorship", according to the literary critic, is present not only when the author is named, but also when he is hidden under a pseudonym or is anonymous. Moreover, this also applies to the moments when the works have a collective, group author (Potapchuk, 2013).

L. G. Duniyasheva believes that song discourse is a symbiosis of verbal and nonverbal (musical) components that can convey feelings and sentiments, establishing an emotional connection with the outside world (Duniyasheva, 2015).

Y. E. Plotnitsky considers the question of its "ideological roots" to be the most important aspect of English-language discourse. In his opinion, the song reflects a cultural trend relevant to the year of the song's release, that is, even decades later we can "feel the spirit" of the society of that time (Plotnitsky, 2005).

Yu. E. Plotnitsky in his research calls the lyrics "a complex unity of musical and verbal components" and writes about a certain equivalence of these two components, calling the lyrics a creolized text (Plotnitsky, 2005). The author emphasizes that, despite the dominance of the musical component, the verbal and melodic components are structurally related. However, Yu. E. Plotnitsky does not deny that these two components can exist separately. According to him, "songs

can be published in poetry collections, and melodies can be performed instrumentally" (Plotnitsky, 2005).

The idea that the performer is trying to emotionally influence the listener is supported by L. G. Duniyasheva, noting the "dual nature" of the song. Moreover, M. A. Potapchuk argues that understanding the meaning of lyrics depends entirely on the addressee, or more precisely, on the general cultural knowledge of the listener and communicative conventions (Potapchuk, 2013).

Also, ideas about the dual nature of the song can be found in the writings of E.A. Menzairova who mentions the simultaneous possibility of the existence of a song in two forms: written and oral. The role of the text is to make the emotional and semantic aspect of the song more specific, as well as to focus the listener's attention on a certain topical problem presented in the form of a narrative text (Menzairova, 2010).

The extralinguistic specificity of the English-language text is represented by such concepts as participants, chronotope, purposes, values, functions.

Researchers present the chronotope of English-language song discourse with two models: 1) face-to-face (the song is presented directly by the performer at a live concert) 2) distant (the song is listened to at special music venues without direct contact of the performer with the listener). It can be concluded that the distinctive feature of these models is locativity and temporality.

The participants of the song discourse are the listener, the author of the song, and its performer (sometimes they are represented in one person). Participants have status and age differences. According to K. N. Popov, the performer occupies a higher position in comparison with the listener. As a rule, he is older and with a higher position in society (Popov & Semenova, 2003).

The main purpose of song discourse is to influence the listener by communicating the ideas and intentions of the author, performer through the song; to emotionally influence the listener and form his social position, to promote following various trends and trends

(Astafurova & Shevchenko, 2016).

The English-language song discourse embodies various kinds of values through specific images, lifestyles, and peculiar attitudes. The song can represent a variety of values: love, friendship, relationships, dignity, freedom, beauty, etc.

The functions of the song discourse vary according to the genre of the composition (pop, rock, and rap). According to the presented classification, O. V. Shevchenko and T. N. Astafurova define the following functions:

**1. The emotive function** is essential for popular music. In such works, the task is to reveal concepts like love, friendship, hatred, etc.

**2. The appeal function** is the main one for songs in the rock genre. This function is "focused on the verbalization of behavioral group concepts".

**3. The explanatory function** is aimed at revealing social concepts in rap. As a rule, rap artists touch on quite important topics for society related to political views, opinions about a specific problem among the people (Astafurova & Shevchenko, 2016).

The song discourse from the beginning of the 21st century differs in many ways basically from the hits of the previous century. At that moment, there was a revival of rock, as well as a new style – indie rock. In general, rock, pop, metal, hip-hop, R&B, EDM, country and indie remained popular in the English-speaking song world. The development of new technologies and the active popularization of the Internet had a huge impact. In this regard, electronic elements were used in the studio recordings.

### 3 FINDINGS AND RESULTS

#### 3.1 Phraseological units with the "head" component

Eminem's song contains the expression **talking head**: I'm the walking dead, but I'm just a talking head, a zombie floating (Rap God – Eminem). This idiom comes from a television term meaning a head-and-shoulders plan, suggesting only content, and no action in the frame. Thus, Eminem emphasizes that content is important in his songs. **To keep a cool head** means a concentrated calm state: I keep a cool head like a breeze on a stone (I'M DEAD –

DUCKWRTH), I keep a cool head (Cool Head – Travis Barker). However, this idiom is sometimes abbreviated: Though the kitty's got her claws, I'm cool headed baby / I control the chaos, just call me Laura Bailey (Sonic the Hedgehog Rap Cypher – Cam Steady), And a cool head and a keen eye (Ya Got Trouble – Meredith Willson).

The phraseological unit **to eat someone's head off** has the meaning of insatiable eating: Cause I'd eat your head off before I be food (Old(E) English [feat. Marlon Craft] – Big Joe). However, it also has the meaning of a person's picky attitude and grouchiness. When a person **give a heads up**, it means that he is going to tell another person about what will happen in the future: Just give me the heads-up, so I can plan for it (Only – Nicki Minaj). Moreover, when heads up is used alone, it serves as a sign to attract attention: Heads up / You hear a sound, turn around and look up (Revenge – CaptainSparklez).

**A flat-headed** person is usually someone with a weak mindset, slow in nature: Take our flat-headed monster / Stones clogged my throat (Connections – Johnny Booth), There's a crowd gathered 'round the fat-headed butcher / Who's back on his soap box again (The Queen's Head – Richard Dawson). **A head-case** is someone who acts weird, stupid, or cruel: They keep calling me a head-case / 'Cause I can't make a good case why we can't change (everytime – Ariana Grande), All my friends are headcases, and this kid's gonna pout (Phantom Menace – \$UICIDEBOY\$). A drug addicted person can also be described by an idiom with a head component: The most wanted, stoned hophead at the post office / Terminal Knowledge, turning no profit (Hollyweird – The Palmer Squares).

To describe exactly what caused a problem, one should use the phrase **hit the nail on the head**: So, to get ahead to hit the nail on the head, it's hard work (Fakin' Jax – Pete Rock & InI), Put em all in a coffin and ima bout to hit the nail on the head (Plague Doctor Mask – Ghostemane). And also being exactly right: Don't need acrylics on the clock to hit the nail on the head (Morning Glory – Kehlani). When we respond maliciously to someone, we

**bite one's head off:** You tell me one more time how I should live – I swear I'll bite your head off (Outta My Head (Ay Ya Ya) – Ashlee Simpson).

In order to make a decision, before tossing a coin in the air, people usually say the phrase **heads or tails:** If you scared, go to church I'll see you in hell / And your girl, she a flip, give me heads or tails (Muthaf\*\*\*a Up – Tyga ), Some people want me to be heads or tails / I say no way, try again, another day (You Know You Like It – DJ Snake & AlunaGeorge). When someone **turn someone's head**, the person is influenced by another, changing their behavior: We were younger / Oh the way you turned my head (Low C – Supergrass), The way you took me by suprise / And the way you turned my head around (Three Days – Carly Simon).

The idiom **bury (one's) head in the sand** is based on the misconception that ostriches stick their heads in the sand when they are afraid, but in everyday life it is used to say that someone pretends there is no problem, avoiding it: Did we bury heads in sand / When my future's in my hands (It Means Nothing – Stereophonics), Force my hand bury head in the sand (Forced My Hand – Gorilla Voltage). The phraseological unit **bubble head** has two meanings: 1) a stupid and feeble-minded person: Late with a bubble head / I want to be merry merry (Out of Body Experience – Conchita Wurst); 2) a frequent champagne drinker: I'm a bubble head – I never listen to nothin my mother said (Banned From Radio – DJ Drewski).

When a person comes into conflict with another person, you can say that he bump heads with him: So when we bump heads with you, better get low (It Ain't Sh\*t – Lil Pete), We bump heads with any motherf\*\*\*er that wants to (Bump Heads (Ja Rule Diss) – Eminem), When they bump heads with me / They find out the guns do bust (Strong Enough – 50 Cent).

### 3.2 Phraseological units with the "heart" component

To express empathy for another person, the PU **(one's) heart bleeds** was found, which means to worry about a person who has problems. An example of this idiom can be seen in the context of the following lyrics: My

heart bleeds for you, nigga, I can't wait to get to you (Heat – 50 Cent), But I'm happy, I love playing these games until my heart bleeds (Gingerbread Man – Melanie Martinez). When people are especially attached to their loved ones, they **are close to (one's) heart:** Of someone touching my body when you're so close to my heart / I won't deny what they saying because most of it is true (Don' t Judge Me – Chris Brown), Just let me in and let me show you that I keep it / Close to my heart, jump in the deep end (Another World – One Direction).

A person who is very unemotional and reserved can be described as have a **heart of stone:** A beating heart of stone / You gotta be so cold (Natural – Imagine Dragons), I feel you crumble in my arms down to your heart of stone (Take What You Want – Post Malone), Inside of this heart of stone, so you wanna get married? (Twisted – Skylar Grey). In this idiom, a person's heart is compared to a stone, specifically its physical properties. There is a synonymous idiom a cold heart that describes a loveless and unemotional character: Oh, baby, won't you remind me what I am / And break, break my little cold heart? (Alone Again – The Weeknd). In Shakespeare's time, this term meant the absence of love.

The state of deep depression can be described by phraseology **a heavy heart:** I turned a heavy heart to two million dollars / I put that in totals, reverse outta debty (Praise God – Kanye West), It's not easy for me to talk about / I have heavy heartstrings (The Blackest Day – Lana Del Rey). This expression is taken from the Bible: "Heavyness in the heart of man makes it stoop." Depressive mood is associated with the severity of all thoughts and experiences. The idiom **a faint heart** can have two meanings depending on the context: 1) experience of stress, fear, anxiety: It's no place for the faint-hearted / But my heart is strong because now I know where I belong (Aftermath – Muse); 2) lack of ambition, weak character, unwillingness to succeed: No love for the weak or the faint hearted / See me standing in the cut, roll a new one (Shinjuku Masterlord – Emmure).

Another way to express anxiety and nervousness is PU **heart in one's mouth**: Months of heart-in-mouth days (Slow Burn – Son Volt), Heart in mouth, you say yours is prone to alter / Every syllable breaking my utopia (Carpet – LOTSBLISS). In these examples, this expression conveys how difficult a certain period of time was, which was accompanied by all sorts of problems.

When a person behaves younger than his years, does those things that are not typical for people at his age, then they usually say about him that he is young at heart: Indian girl sleeps above the temple / Planning a runaway, young at heart (Monks – Frank Ocean). In this example, the girl plans to run away, which is usually done by naughty teenagers, this act is not appropriate for an adult woman. When a person does something with special enthusiasm, he **put his heart and soul into (something)**: Did my invitations disappear? / Why'd I put my heart on every cursive letter? (Pity Party – Melanie Martinez). In this case, there was a preposition substitution, which is acceptable in American colloquial English.

### 3.3 Phraseological units with the "eye" component

If a person is **up to his eyeballs**, then this means that he is very busy and involved in the process: I'm in it up to my eyeballs / That's always got a place to play / If you told me when I was younger / Never would 've signed my name (Borrowed World – Widowspeak). When a person has difficulty believing in something, then the idiom cannot believe (one's) eyes should be used. For example, But as I'm looking at this dude, I can't believe my eyes / 'Cause he's the best looking guy that I've seen in my whole life (Ex-Boyfriend – Lil Dicky), Can't believe my eyes, so many women without a flaw (Just Dance – Lady Gaga). In some cases, this PU is used in the following form: **(one) can hardly believe (one's) eyes**.

When a person looks at something with surprise and delight, then it is necessary to use PU **(one's) eyes are out on stalks**: Then we went for a midnight walk, all our eyes were out / On stalks (Weekend in Amsterdam – Christy Moore). In this case, we are talking about a couple in love who walked in the evening. And,

as is typical of lovers, their eyes sparkled with admiration.

A view from above to a certain place from a height is described by the phraseological unit **a bird's eye view**: I be on my own (Yeah), head up in the clouds like Zeus / When they say, "You ain't the GOAT", I come down like, "Who?" / But I got my head in the clouds like Zeus / Swear I can see the game from a bird's-eye view, ayy (Zeus – Eminem). In these lines, Eminem, an established rapper, was compared to the god Zeus, because he is superior to other rappers. In the following example, this idiom is also used in the meaning of incredible height: Right now, my lifestyle destined for a federal facility / For my ability to make them birds fly / Fiends wanna get higher than a bird's eye view (Change – J. Cole). In the story, Cole's friends are in prison, like birds in a cage. In this case, it's about the fact that he wants to give them drugs so that they are at the height of **a bird's eye view** of pleasure. From this we can conclude that this phraseological unit was used in a figurative sense.

Indiscretion in relation to yourself, especially compared to the lesser flaw that you criticize, can be expressed by the idiom **a beam in your eye**: You stuck it out for all to see / But I won't let you bother me / 'Cause you've got half a mile to type / This beam in your eye / Your high horse is hobbling / Goodbye (Little Finger Response – Mall'd To Death), She complyin' like I got high beams / Beam in your eyes, diamonds on my rings (Yo!Gurt – TM88 & Pi'erre Bourne). This phraseological unit is often interpreted as a "mote" in someone's eye. In its origin, this idiom is a reference to passages from the Bible, which say that you should not condemn other people; you must first correct your shortcomings.

The phraseological unit **all eyes are on (someone or something)** means that the subject is under scrutiny: When we up in the club, all eyes on us / All eyes on us, all eyes on us (Scream & Shout – will.i. am Featuring Britney Spears), But when you're withdrawn, it's the closest thing / To assault when all eyes are on you / This will not do (Bravado – Lorde), Barbies from New York, I hail outta Brooklyn / That's why all eyes are on, yeah, I



see you looking' (That's It – Bebe Rexha). After analyzing these three examples, it becomes clear that people literally look at a certain person, and he overshadows the rest.

When one person reports on what is happening in the absence of another individual, then the second one has **a second set of eyes**, that is, a person who observes, verifies or views something. For example, When you saw me I saw you recognize / I saw you with a second set of eyes (Black Diamond – Half Moon Run), I need my queen to be wise, to be my second set of eyes (The Code – Jon Connor).

At the same time, the catch (one's) eye idiom means the action of attracting someone's attention, usually by their unusual appearance or act, making eye contact in most cases: It's not easy for someone to catch my eye / But I've been waitin' for you for my whole damn life / For my whole lifetime (Love Lies – Khalid & Normani). When a thing or a person is especially dear to someone, they cherish it like **the apple of an eye**: Let's sleep on it like they did Revival / I told you "You're the apple of my eye," so shut your pie hole (Normal – Eminem). The origin of this phraseological unit is connected with the ancient concept, according to which the pupil resembled an apple in shape and, as a rule, is necessary for vision, which makes it precious.

### 3.4 Phraseological units with the "face" component

**A poker face** means an expressionless facial expression that does not give precise definitions of what a person is thinking. Poker players often make such a face in order not to give out what cards they have in their hands: No, he can't read my poker face (Poker Face – Lady Gaga). Lady Gaga sings in this song that her real feelings are incomprehensible in her face, she hides them. **A red-faced** person is usually 1) ashamed or embarrassed about something or someone; 2) tired from hard work. For example, Cry 'til you get puffy eyes, red faced / But I'm leavin' on this jet plane (Wicked Ways – Eminem).

### 4 CONCLUSION

Song discourse is one of the most popular and relevant subjects of study in

linguistics. English-language song discourse is of great importance on a global scale, as it is one of the main sources of dissemination and popularization of the English language in all countries of the world. The main communicative function of song discourse is the emotional impact on the listener through lyrical text and melody, which are inextricably linked with each other.

Phraseological units are a necessary part of learning a foreign language because they help to understand the interlocutor, aesthetically decorate speech, and most importantly, in our opinion, immerse people in the culture of the language being studied. The use of idioms in song lyrics contributes to the implementation of the main communicative strategy of song discourse – the impact on the emotional sphere of a human's personality.

The national-cultural specificity of phraseological units is associated with the so-called non-equivalent or lacunar phraseological units that exist in any language. Thus, the meaning of non-equivalent concepts and lacunae is transmitted through lexical units and phrases. The national specificity of phraseological units reflects the centuries-old history, traditions, and identity of the English people.

Somatic vocabulary includes universal characteristics for many peoples. For example, the head means intelligence and education, the heart is associated with feelings, the eyes are associated with observation, and the hand means power and control.

It is worth noting that in a modern song, phraseology is often transformed or shortened. This is done to preserve the rhyme and meaning of phrases. In the course of the study, we found out that, depending on the context, an idiom can have several meanings. The spoken style of the English language has a great influence on the song discourse, as evidenced by the violation of grammatical structures of the language. Moreover, slang expressions are used in large numbers, which leads to an interest in a deeper analysis of this topic.

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## THE ROLE OF EUPHEMISMS IN EVERYDAY CONVERSATIONS

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### Аңдатпа

Бұл мақала эвфемизмдердің маңызын және олардың әңгіме барысындағы ойнайтын рөлін қарастырып, маңызын ашуға арналған. Сонымен қатар, жеке тұлғалардың өз тілдеріндегі эвфемизмдерге деген көзқарастарын есепке алып талдау – басты мақсаттарының бірі болып табылады. Осы мақсатқа жету үшін біз қазақ, ағылшын тілдерін білетін адамдар арасында сауалнама жүргізіп, жауаптарын жинап, деректерді талдадық. Нәтижелер эвфемизмдердің мағынасын дұрыс түсінбеу сөйлесу барысында кейбір қиындықтарды тудыруы мүмкін екенін көрсетті. Бұл мақалада біз сауалнамаға қатысушылардың жауаптары негізінде әрбір осы мәселені қарастырып, мысалдар келтіреміз.

**Түйін сөздер:** Стилистика, Эвфемизмдер, Ағылшын тілі, Қазақ тілі, Ауызекі сөйлеу стилі.

### Abstract

This article is devoted to identifying the importance of the usage of euphemisms, and their role in conversations. Additionally, one of the main goals of the article is to find out the opinions of individuals, and their perspectives on euphemisms in their languages. To achieve the aim, we carried out a survey, gathered the responses of native Kazakh and English speakers, and analyzed the data. The results showed that euphemisms, which are supposed to help to make conversations more polite and easier, can also cause some problems because of the misinterpretations of their meanings. In this work, we provide reasons and examples for each issue relying on the answers of the participants of our survey.

**Keywords:** Stylistics, Euphemisms, English language, Kazakh language, Colloquial style.

### Аннотация

Эта статья посвящена выявлению важности использования эвфемизмов и их роли в разговорах. Одной из основных целей статьи является выяснение мнений отдельных лиц и их взглядов на эвфемизмы в их языках. Для достижения цели мы провели опрос, собрали ответы носителей казахского и английского языков и проанализировали данные. Результаты показали, что эвфемизмы, которые должны помочь сделать разговор более вежливым и легким, также могут вызывать некоторые проблемы из-за неправильной интерпретации их значения. В этой работе мы приводим причины и примеры по каждому вопросу, опираясь на ответы участников нашего опроса.

**Ключевые слова:** Стилистика, Эвфемизмы, Английский язык, Казахский язык, Разговорный стиль.

## 1 Introduction

In this work, we will try to find answers to the following questions: What are the main reasons for the occurrence of euphemisms in languages? Which euphemisms are commonly used in colloquial style?; What are the opinions of individuals, and their perspectives on euphemisms in their languages? Must euphemisms always be used?

The subject of the research is the euphemisms and the words they replace, their usage in different spheres, and their interpretations.

Some contribution to studying the euphemisms has been made by many foreign and domestic scholars, namely B.Robert, L.R.Galperin, B.A.Larin, M.Sh.Zhumagulova, Zh. Esimova, A. Bolganbaiuly, G. Kaliuly, A. Akhmetov, D. Rawlings and Jennifer J. Tieman.

The task of the research is to carry out survey, interview. The results will demonstrate what is regarded as culturally appropriate to address explicitly in each linguistic culture. A description of how primary data will be gathered from native English and native Kazakh speakers will be included in the approach. The euphemisms used in the Kazakh language will be translated into the English language. The results, which may contain not just euphemisms but also other terms, will be evaluated to determine which precise euphemisms are most commonly used in both speech groups with differences, as well as trends and patterns. Finally, the conclusion will summarize the results concerning the thesis question while reminding the reader of the purpose of the work.

## 2 Theoretical approach

Words are one of the most powerful, impactful known weapons in the world. In the Kazakh language exist many proverbs and sayings that indicate the power of the words and tongue, like "Сөз сүйектен өтеді (The word goes through the bone)", ó "Тіл қылыштан өткір (The tongue/word is sharper than a sword)". The saying in the English language that intelligibly explains the importance of choosing the right words: "The tongue has no bones, but is strong enough to break a heart. So be careful with your words." Therefore, the application of euphemisms plays a crucial

role in communication and helps to avoid misinterpretations between speakers.

In the next place, we wanted to study the usage of these words in our mother tongue. Unfortunately, this area of linguistics is not fully researched in Kazakh linguistics. Nevertheless, via our survey and observations, we were able to provide some vital characteristics of whitewashing tools in the Kazakh language. Generally, in this language, euphemistic words are known as tools that enrich the meaning (semantics) and the lexical resource (A. Akhmetov 1995, M. Zhumagulova 2002). Language specialists highlight the relation between taboos and euphemisms and consider that while creating the veiling words for certain taboo words, the language obtains new synonyms and homonyms. Therefore, euphemisms and synonyms are studied together as they are about the words that are interrelated in meanings (Akhmetov 1995, M. Zhumagulova 2002, A. Bolganbayevich, G. Kaliuly 2006, Zh. Esimova 2008).

B.A. Larin wrote: "Euphemisms are not long-lasting, an essential condition for the effectiveness of a euphemism is the presence of a "rude", "unacceptable" equivalent. As soon as this implied unpronounceable expression goes out of use, the euphemism loses its "ennobling" properties, as it passes into the category of "direct" names, and then it requires a new substitution".

## 3 The motives to use euphemisms and types of euphemisms

Another question to be considered while talking about euphemisms is "What causes euphemism to occur?" Mainly, the reason for the usage of these words is intertwined with the psychological aspects of behaviors of human beings. Desire is the common and abstractive motive of behavior; the immediate and true motive of all behavior - is the pursuit of happiness and success, while keeping away from suffering and pain. Euphemisms are closely related to the experience of happiness and joy: they can generate happiness and interest and avoid pain and resentment. Hate can be classified as hatred towards other people and hatred towards oneself, and love can be divided into love for others and for

oneself. Hatred of others is seen as jealousy and revenge, and self-hatred is manifested as humiliation and remorse. Love for others includes empathy and gratitude, and love for oneself includes a desire for life and self-esteem. If one's statement or word hurts the other listener, he sees us as the source of his illness and hates us, then takes revenge on us and tortures us in response.

The motives that push people to use these devices and each type may vary:

- 1) believing in superstitions;
- 2) a fear to use particular phrases or words;
- 3) empathy towards someone;
- 4) avoidance of humiliation;
- 5) an attempt to be more polite and to follow norms of etiquette.

The distinctions between euphemism and figurative language are profound. Because their connotations matter a lot in phrases, the words employed as euphemisms are the same as terms in simile or metaphor. However, a simile or metaphor tries to stimulate public imagination and emotions, whereas euphemism assists in people's perception of the phrases as a whole. While using the tools of figurative languages, such as metaphors, for example, speakers might use a different word or phrase to express something completely different. Whereas, euphemism words are used to veil some concepts to give exactly the same meaning, that the author intended to express. The words which are considered to belong to euphemistic groups are still considered to be a part of one of the categories of figurative speech. As a result, euphemisms constitute the core lingua non-Franca of society. Consequently, they are external and evident representations of our innermost fears, struggles, and shame. They have the same properties as radioactive elements. It is possible to observe what has been (and also is) happening now in our language, thoughts, and society by tracing them. In addition to this, these words are also called "modification of taboo expressions".

Generally, these words can be divided into two large categories "Positive or Uplifting" and "Negative". The main purpose of positive

euphemism words is "to make the items more important than they really are", while the negative euphemisms are closely connected with taboos. Nevertheless, both in casual and formal conversations the second type is used more commonly than the first type. According to the classification introduced by Galperin (1977), these "devices for disguise" or negative euphemisms can be subdivided in concordance with the areas of their utilization and circumstances. In this classification, the most acknowledged and frequently used categories are:

- > religious-related;
- > sexual activities or intimacy-related
- > expressions related to the medical sphere and illnesses;
- > death-related.

Some scholars, who devoted several works to studying and analysis of euphemistic words in British linguistics, distinguished the same semantic groups of the words that are most frequently avoided in conversations (Katsev, Anri Matveevich).

#### **4 Methodology**

In this work, we will try to cover the topic in a large aspect, and we will use several ways of gathering the primary data for observation. Initially, the survey will be among native and non-native English speakers and Kazakh language speakers. The participants will receive questionnaires and will be asked to complete forms, further to we the results will be shown with the help of quantitative method. To make the process effective and convenient, modern technological aids will be used during this process. With the help of this method, we will be able to gain precise information on how people use the whitewashing tools on a daily basis. To gather information and answers for the question of our survey from the native English language speakers from the USA and the UK, we used a wide range of internet apps and websites (Quora, Tandem, Instagram, etc.) that help to connect people around the globe. The results of the observations showed that euphemisms are widely used in every language and they represent the cultural identity of each country.

Questions for the survey:

Question 1: Which type of euphemistic tools do you use more often?

1. religious-related
2. sexual activities or intimacy-related
3. expressions related to the medical sphere and illnesses
4. death-related

Question 2: What is the main reason you prefer using euphemisms?

1. a fear to use particular phrases or words
2. empathy towards someone
3. avoidance of humiliation
4. an attempt to be more polite and to follow norms of etiquette

Question 3: Have you ever had any misunderstandings in the use of euphemisms in conversation or written materials?

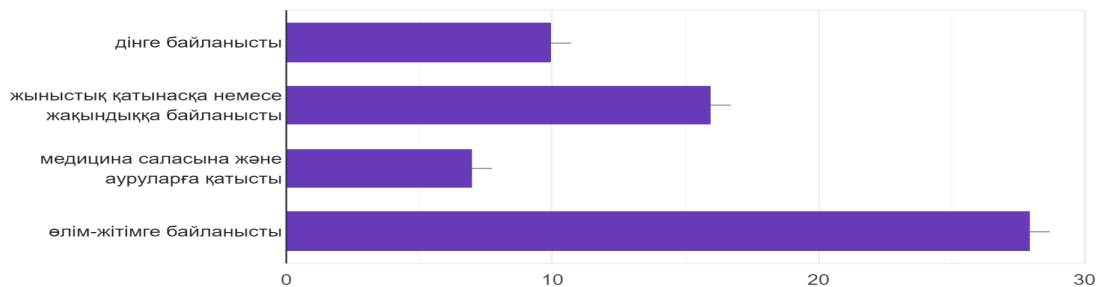
#### 4.1 Kazakh Language Speakers

The survey among Kazakh language speakers showed that people utilize veiling words mainly because of conviction or prohibition. In this survey were 30 people of different ages and occupations.

##### Question 1:

All participants were allowed to choose several answers. The main reason for this was to make our analysis as versatile as possible. Accordingly, one of the frequently mentioned reasons was using the whitewashing tools for death-related phrases (28 times). In the next place, sexual activities or intimacy-related phrases and words (16 times). The last two options gathered ten (religious-related) and seven (expressions related to the medical sphere and illnesses) votes.

2. Сіз эвфемизмдердің қай түрін жиірек қолданасыз?  
30 ответов



The results of the Question - 1 (Kazakh language speakers)

The main reason for this result can be connected to the upbringing and the frequent usage of those veiling words. Usually, people try to avoid death-related phrases because they are used to replacing them, and it shows that they are used unintentionally. For example, in the Kazakh language, the word "өлу - to die" is not often used, because there are other euphemistic synonyms: "өмірден өту - to pass away", "жан тапсыру - to surrender one's soul", "о дүниеге аттану - to go to the other world". These death-related veiling words are acceptable both in colloquial and literal styles. When it comes to sexual activities, these words and phrases are avoided because Kazakh speakers feel uncomfortable mentioning them during conversations.

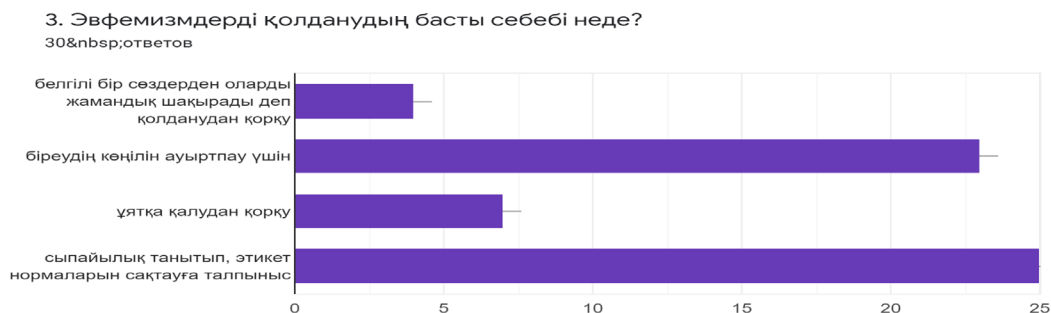
While doing the research, we tried to cover as many spheres in which the euphemisms can be and are used. For this part of the work, we analyzed the interview with the representative of Islam religion for the socio-political journal - Aqiqat. During the interview, which lasted 40 minutes, we were able to highlight the euphemisms, which were often used by the Molda. Initially, it is important to point out that religion is one of the most fragile topics. It is essential not to cross the borders while talking to other people of religious topics, as some words or phrases are sensitive to the majority of people. For example, while analyzing the interview, we found out that the religious person whom we interviewed used a veiling word instead of using "Шайтан/ Satan". The

euphemism for this word in the interview was “Тепіс күш/ Unclean force”. The main reason for this is that the interview might be read by the younger people after it is published, and the molda did not want to make them readers scared because of the usage of this word. The other words which were replaced with their euphemistic synonyms were “дінсіз/atheist” – “тура жолдан адасқан/ strayed from the right path”. During the research we also found out that in the western countries, English speaking countries, this word is also commonly replaced with an euphemism “a free thinker”. Another word is “күнәкар құмарлық/ sinful passion” replaced by the euphemism “әлсіздік/ weakness”. Also, finally, instead of “Құдай/ God” it is common to say “Жаратқан ие/ The creator” and in English speaking countries “Lord” or “King”. The reason here is not the fear particularly, but the desire to demonstrate the respect. Additionally, when the English

speakers get surprised by something, they can say “Oh my Gosh” or “Oh Lord” instead of “Oh my God”.

**Question 2:**

The answers to the second question (What is the main reason you prefer using euphemisms?) also vary. The majority of the participants (5) use the whitewashing tools because of fear, and this is similar to the usage of taboo words. Many words, which possess negative meanings, are avoided, and this tendency is mainly about death and illness-related words. Some of the participants (4) stated that they try to replace words with their less offensive versions because they do not want to hurt someone’s feelings, or put them in inconvenient conditions. The rest of the participants (3) admitted that they prefer using the veiling words, instead of mentioning them directly, because of the fear of humiliation.



The results of the Question – 2 (Kazakh language speakers)

**Question 3:**

The survey showed that 27 people out of 30 find it difficult to comprehend some euphemisms, whether depending on how outdated some phrases or used words in some euphemisms are, or where they were born.

The main reason for some misunderstandings caused by euphemisms was that some euphemisms that contain words that are not common in modern society seem to be obsolete and unnatural to use, especially in a conversational style.

Some of the examples mentioned by the participants were:

1) calling people of the government “атқа мінерлер – horse riders” – however, horses are not a common mean of transportation already,

therefore using them in conversations seem to be more unnatural.

2) calling computers “саналы сандық – the dower chest of wisdom” – Kazakh speakers are known for being rich in using figurative and poetic words, and in this specific case, using one of the traditional furniture might seem to be clever, but it is an extremely questionable euphemism. The main question here is – Why do we need to veil the original modern word “computer” with this version? If we rely on the 14 speakers of the language, we can see that sometimes knowing the limits while producing new lexicology is more beneficial and less troublesome;

**4.2 English Language Speakers**

The survey among the English speakers

involved 30 people, both American and British people of different professions and ages.

**Question 1:**

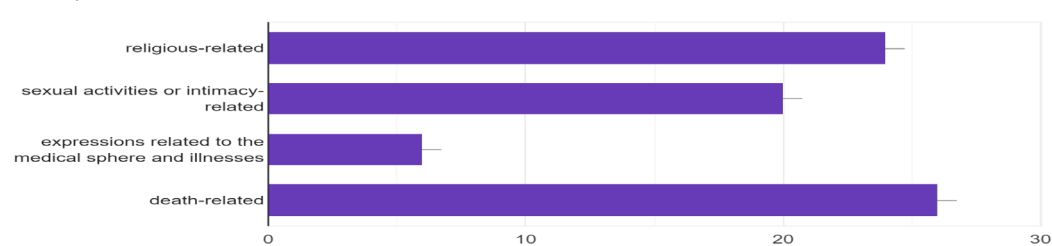
The results of the survey showed that death is also a topic that is commonly avoided even among English speakers, from America and Britain, and was the most frequently mentioned response being mentioned by 26 times. The next topic, which requires being careful while talking to English speakers is religious-related phrases, the variant which was mentioned 24 times, and in the last places are sexual activities or intimacy-related (20 times) and expressions related to the medical sphere illnesses (6 times).

According to the responses, using euphemisms is more likely to be social decorum, because society cares about one's state, therefore they prefer avoiding calling the things by their real names, especially death-related words. As a result, both American and British linguistics are the rich sources of other cover-up phrases to veil the one word "to die", one's belief or religious perspectives and

privacy.

According to the research that was performed by D.Rawlings, J.J Tieman, Ch. Sanderson, D.Parker and L. Miller-Lewis in 2017, "the most frequently cited euphemism for the dead are 'gone' in its many forms such as 'gone to heaven', 'gone to sleep', 'go to the other side, followed closely by 'pass/passed/ passes/passing'". Also, in American English, they use euphemistic phrases such as "sleeping with fish" and "to buy the farm", and in British linguistics "go west", "pop one's clogs". The death-related "cover-up devices" exist in the lexicology of our mother tongue, in the Kazakh language: "өмірден кету (to leave the world)", "о дүниеге аттану (to go to another world)", "қайтыс болу (to pass away)"; and the phrase which exists, but not used commonly among the Kazakh language speakers - "шелекті тебу" (which has the exact comparable in the English language "to kick the bucket"). People in our country use those veiling words to protect themselves and the listeners from the negative energy of those demise-related words.

2. Which type of euphemistic tools do you use more often? religious-related sexual activities or intimacy-related expressions related to the medical sphere and illnesses death-related



The results of the Question - 1 (English language speakers)

**Question 2:**

The survey shows that British people usually tend to use the whitewashing tools in conversations because in the first place they do not want to feel humiliated by their own style of speaking. Another reason for them to avoid some harsh words is to be more polite and not to break the norms of etiquette. They do not like English people who are usually polite, but their style of being is called "negative politeness". They try to talk to others without breaking the personal barriers of both, themselves and their partners. Also, they are known for being men

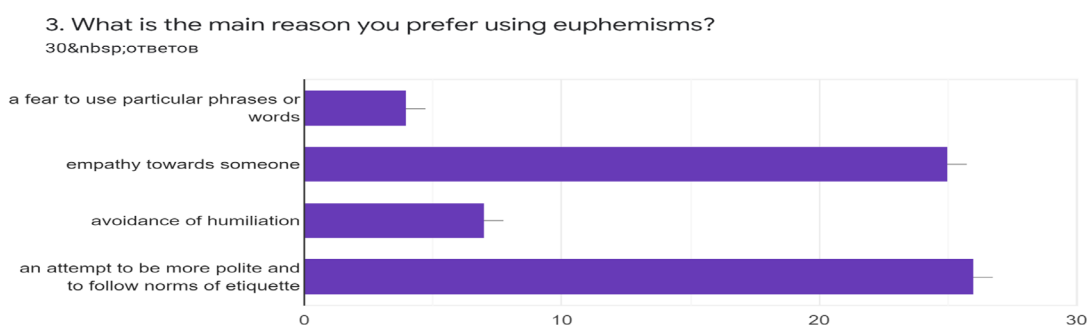
of principle, and they prioritize following norms of etiquette. While for the representatives of American culture the major reason to avoid some harsh topics is to show empathy and compassion towards the feelings of other people. Americans are popular for being polite in a friendly way, which is also called "positive politeness". The participants pointed out that for them making their partners feel comfortable in any type of discussion is the first priority.

Generally, relying on the survey, we can state that the main reasons for the usage of euphemism words in both American and British



English are b) empathy towards someone (mentioned 25 times) and d) an attempt to be more polite and to follow norms of etiquette (mentioned 26 times). The least mentioned reasons were a) a fear to use particular phrases or words (mentioned 4 times) and c) avoidance of humiliation (mentioned 7 times and mainly by the British). Interestingly, it shows that even though British people are popular for being superstitious, they fear signs and phenomena more than words.

If we analyze the responses of the participants, we can add other aspects to the usage of the euphemisms. For example, one of the participants from America pointed out that many people also use veiling words to make the conversation funnier, except for being “polite” and avoiding insulting words. In addition to this, people can avoid misunderstandings and unpleasant conversations with others, who are too willing to be offended or humiliated.



The results of the Question – 2 (English language speakers)

**Question 3:**

According to the answers gathered in the process of our survey (24 yes, and 6 no), we found that euphemisms can be vague and unclear to the listener. One of the reasons for this vagueness can be the backstories of the origins of some euphemisms or the words which are used to form them. Also, it is important to mention that sometimes an inappropriate usage of euphemisms can also lead the listener to the wrong interpretation of the overall meaning of the text.

Most importantly, it is believed that sometimes euphemisms and their incorrect interpretations might lead to serious problems, or even traumas, especially for younger people. It shows that one should pay immense attention to the content of euphemisms because those words that are used to make some euphemisms can lead to improper understanding:

1) Going back to the death-related euphemisms, parents usually say “someone has gone to sleep” to inform their children that someone is not no longer alive, or dead. On one hand, it is good that elders care about

the feeling of the younger, on the other hand, there are possibilities that some young people can understand it in a different way and grow a phobia of sleeping.

2) Calling child abuse “first-time parenting mistake”. This euphemism is widely used in the modern media because it is a sensitive topic. However, one should understand that this kind of euphemism can lead to the further development of crimes and people will not understand the preciousness of the problem. “Mistake” is not the same as “crime”.

**5. Conclusion**

Euphemisms are a lexical layer based on politeness and decency. The current euphemisms in linguistics are considered to be everyday manifestations of the established ethical and aesthetic norms of our growing people. Euphemisms in the Kazakh and English languages, as in other languages, are the only way to enrich the meaning and vocabulary. Euphemisms have a wide range of applications, and we aim to show only some of them.

In some ways, every euphemism is deceptive. No euphemism hides the truth – in a certain context, something prohibited

might be discussed using a "veiling phrase", but by avoiding the main concept itself. These words are widely used on daily basis both in informal and more formal types of conversations. However, our survey showed that sometimes those euphemisms might be used unintentionally, just by habit, because some individuals are used to those words as their euphemistic versions are used more

frequently than the original word. Another reason for the application of the whitewashing tools is to occur to be polite and make the right impression, and not to hurt the feelings of their partners. Overall, the results show that euphemisms are utilized in the first place to follow the norms of etiquette, nevertheless, sometimes they are also used as a result of habits.

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**CHARACTERISATION OF THE MAIN PERSONAGE THROUGH SPEECH IN THE NOVEL SERIES  
BY J. K. ROWLING "HARRY POTTER"**

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**Abstract**

Speech is an essential tool for writers to use when it comes to building personality of their characters. Characterisation by indirect means such as speech and thoughts may be used in a variety of literary works. It helps in understanding of the characters by the readers and gives personages unique characteristics and traits.

This article presents an analysis of one of main personages, who is a very important figure in the narration line.

**Keywords:** characterisation, speech, speech portrait, literary character.

**Аңдатпа**

Жазушылар өз кейіпкерлеріне тұлға құрған кезде, сөйлеу маңызды құралдардың бірі болып табылады. Әңгіме және ойлар арқылы жанамасөйлеуді жүзеге асыру әртүрлі әдеби шығармаларда қолданылады. Бұл оқырмандарға кейіпкерлерді түсінуге көмектеседі және кейіпкерлерге ерекше тұлғалық қасиеттер береді.

Мақалада баяндаудағы маңызды тұлға болып табылатын басты кейіпкерлердің бірінің талдауы көрсетілген.

**Түйін сөздер:** жүзеге асыру, сөйлеу, сөйлеу портреті(кескіні), әдеби кейіпкер.

**Аннотация**

Когда писатели создают личность для своих персонажей речь становится одним из главных средств. Косвенная речевая реализация через разговоры и мысли используется в различных литературных произведениях. Это помогает читателям понять персонажей и даёт героям уникальные личностные характеристики.

Статья представляет анализ одного из главных персонажей, который является важной фигурой в повествовании.

**Ключевые слова:** реализация, речь, речевой портрет, литературный персонаж

**1 INTRODUCTION**

Every literary work has a plot and the development of it depends on the characters. They play very significant role when it comes to storytelling and the reason for it lies within the fact that we, as readers, perceive the world from their point of view. Authors build arcs, the path which is followed by a single

character, their storyline, and this is a way for the reader to understand what particular person in the narrative stands for or believes in. There is a vast variety of clichés in writing for the depiction of one's development: switching sides, sacrifice, emotional outburst etc. The images of characters are also created with a certain set of things from appearance and

to their kinesthetic modality. However, the one that may be seen in almost every work is speech. Things that characters say quite often show more than we may expect them to. Their images expand with the articulation and verbalisation of thoughts. Sometimes their words are further approved with their actions and sometimes they are not, which is also a sign of character development of its own. The more character says the clearer we see the patterns of their personality.

J. K. Rowling is the author of outstanding book series about Harry Potter. This masterpiece has been one of the most influential publications around the world. It remains the most successful novel series in commercial sense and the reason for it is the world building. The characters are living entities and readers can see it not only because of actions they do, but also through statements that they make. Their words are giving us the opportunity to trace their backstory and discover facts that would be impossible to identify if these characters did not say anything at all. People quite often use quotations from this novel series and some of them do not know what exactly the character implied by saying certain things or simply do not pay enough attention to the way this quote may describe the image of the hero.

In the world of fiction readers are given an opportunity to observe characters from inner perspective. The author focuses reader's attention on facial expressions, tone, body language and even thoughts at some point. This is the experience that people cannot possibly have in real life, that is why the process of giving a character a convincing storyline and behavioural patterns is so significant when it comes to writing a story.

## **2 METHODOLOGY**

It is known that readers tend to treat fictional characters as if there was a possibility for them to be in the real world, whether it is actual human being or just a creature with somewhat human traits. Consequently, every character is viewed and analysed based on their personality, moral compass, credibility and techniques that author uses so as to show the development and convince readers that

a certain hero is true to their nature and valid within the bound of the story.

According to James Pickering and Jeffrey Hoepfer authors provide us with all the necessary information to build our own relationships with various characters. By the things they say, do or think these heroes open a full picture for our judgement and it can vary depending on our own principles of human decency. (Pickering & Hoepfer, 1981)

Every character is obviously going through the characterisation process in order to be presented as that one whole. It is the author's way of introducing the personage for the reader and there are two approaches that may be used in this case.

The first one is called the direct approach, or as some may refer to it "the telling process." It is when the reader can actually sense the presence of the author, because it might be traditional narration that reveals the character's background story or even writer's point of view considering the actions that the character resorts to. The reader only sees the things that the author wants them to see, so the latter is very much in control of the way the personage is going to be perceived.

There are several ways for the direct approach to be upheld:

1. Characterisation through the use of names

It is a common technique for authors to use names that would speak for the heroes and create some sort of an image way before they are actually introduced. It might be personal traits, attitude or even physical appearance that is encoded within one's first or second name, and it creates subconscious association in reader's mind as they get familiar with all those personages further.

2. Characterisation through appearance

The things a person wears in a fictional story can tell a lot about their social status or mental state. If they are wearing uniform, readers will understand that they belong to a particular social service or community. Furthermore, physical appearance can refer to age, aesthetic perception and many other matter clues.

3. Characterisation by the author

This type of character representation is one of the most commonly spread, because it perfectly performs its main objective – persuade the reader to think of a certain character in a way that author originally implied them to look like. Here, the receiver has no control over their imagination, because everything has already been given by the writer, all they can do is embrace this information and move further on with things the characters do.

The second approach is indirect one and another name for it is "the showing process", it is very prevalent in literary works as well. In this case all responsibility falls on the character, an intelligent being with their free will and mind, because now they are in full control of things they do or say. In this regard it is important to mention the following two ways in which indirect approach can be implied:

1. Characterisation through actions

As it is commonly understood the actions are one of the best ways to show what truly people appear to be, their personality and values. The immediate reaction to particular events within the plotline shows unconscious emotional state of mind, and, therefore, produces the most sincere and truthful representation. By tracing back various events that had already taken place the reader is able to discover a motive for all sorts of action that once appeared which leads to discovery of the grounding for personal judgement.

2. Characterisation through dialogue (speech)

It is almost impossible to imagine a work of fiction without dialogues, monologues or gestures. These things influence the way we perceive the narration, because most of the time through dialogue readers discover more points concerning the story than they do by reading simple action description. Characters talk about unnecessary things quite often; however, they also do hint their values and moral principles along the way. In order to successfully interpret any dialogue, it is important to pay attention to the information that has been presented, as well as to the way how it has been given. Undoubtedly, it is vital to take into account the occasion and circumstances the dialogue happened in and

person's identity in a story. (Pickering & Hoepfer, 1981)

Sometimes characters yell, whisper, cry or sing certain things and all these changes in tone and attitude help readers in understanding the context and personages' viewpoint on any matter.

However, it does not necessarily mean that these characters' speech is always reliable, the act of self-deception or intended lie can never be overlooked not in fiction, nor in real life.

Characters always have something to say. It may be a conversation they have between one another, or inner monologue that is written by the author in order to make readers understand character's conflict and thoughts. Whenever the heroes interact, they do it based on their state of mind, and, therefore, it is highly affected by their life experience and moral principles. The level of intelligence is also important here, since the vocabulary characters use reveals their background knowledge on various topics.

Imagery is the usage of words by the author in order to create vivid and true images in reader's mind. When writing speech interactions or monologues the writer practically relies on auditory type of imagery, because they have to influence the way people are going to perceive things and make it sound convincing in terms of situation in the story. The sense of hearing what characters have to say on certain matter has a great impact on further development of their arc. It creates the bond between mental state and physical actions that are going to be performed further, and the truthfulness of words is going to be tested as follows. In literary works everything that is said is important for the plot, authors do not overload the text with unnecessary information that would not add something to character's or plotline's advantage. The dynamics produced in the process of interaction cannot be compared to the dynamics of simple action, because they exist in two separate literary dimensions, yet still they are interconnected if they are present in the exact same story at the exact same time, but the latter is not always an obligatory condition, because sometimes

speech may present in sub-story of someone's background. In this regard, the significance of multiple speech representations is undeniable when it comes to analysis of characterisation through speech.

In the process of analysis, one should pay attention to the ways character behaves in dialogue with different people in the story. The reason for it lies in the fact that it indicates the relationships between interlocutors. It also reveals character's ability to deliver a clear message and their attitude towards telling the truth or resorting to lie, but, of course, it may vary from situation to situation. Dialogues in fiction are not used to explain the plot, but to show different points of view on events that come to pass. The main emphasis is not on the action, but the thoughts of the hero. Readers are shown, not told what is happening and that is why writing a dialogue must be done with great caution so as not to ruin the reality author created in the work.

The things readers may see through dialogue regarding character's portrait are the frequency and willingness to speak, thoughts they are ready to share with another person, the response patterns, habits, origin (when referring to place of birth, for example, the accents may change), emotions, personality traits etc. (Rodionova, 2018)

### 3 FINDINGS AND DISCUSSION

#### 3.1 Speech portrait of Harry Potter

Harry Potter is the main character in the Harry Potter novel series as it is clear from the title of every book. At the beginning of a story, he is eleven years old and rather unhappy. His parents died in a car crash and the only family that was able to take custody of him happened to be his aunt and uncle. They were never too kind with the boy and they definitely never treated him like their son, since they already had one. The boy called Dudley got all the love and attention, while Harry had none of those two things. Despite the fact that he was unwelcome in the place he had no choice but to call home Harry grew up to be very conscious and developed character traits of his own.

The very first dialogue that he is a part of characterises him as a boy who has been

taught to do everything his relatives demand in a heartbeat. However, Harry reserves the right to bicker and express discontent, even though he manages to recover and become obedient once again.

"Are you up yet?" she demanded.

"Nearly," said Harry.

"Well, get a move on, I want you to look after the bacon..."

Harry groaned.

"What did you say?" his aunt snapped through the door.

"Nothing, nothing..." (Rowling, Harry Potter and the sorcerer's stone, 2013)

In the first chapter the reader finds out about the fact the Harry Potter is the reason why the main antagonist of the series lost his power and his parents had died not in a car crash but in a fight with the villain. He was taken to his aunt and uncle's house because they were the only family he had. Unfortunately for him, they were not like his parents – they were Muggles, people of non-magical origin, whereas his parents were a wizard and a witch. When the tragedy took place, he was taken from his parents' house by a man called Rubeus Hagrid who acted on Albus Dumbledore's orders. Hagrid delivered the boy on a motorcycle that could fly, later Harry reveals that these tiny details haunt him down in his sleep:

"I had a dream about a motorcycle," said Harry, remembering suddenly. "It was flying." (Rowling, Harry Potter and the sorcerer's stone, 2013)

One of the distinct character traits of Harry is the fact that he is very malapert and sarcastic. For example, when Dudley, the cousin, bullies or threatens him he often replies with a joke.

"They stuff people's heads down the toilet the first day at Stonewall," he told Harry. "Want to come upstairs and practice?"

"No, thanks," said Harry. "The poor toilet's never had anything as horrible as your head down it – it might be sick." (Rowling, Harry Potter and the sorcerer's stone, 2013)

There was also a situation when he tried to keep up with everything that was happening in the news due to the rebirth of

Lord Voldemort, the same person who killed his parents and devastated balance in magical community.

"Listening to the news! Again?"

"Well, it changes every day, you see," said Harry." (Rowling, Harry Potter and the order of the phoenix, 2013)

His sarcasm gives reader the impression that sometimes he might be humorous and careless with the words when in fact everything suits the circumstances.

As his years in wizarding world passed Harry learned some expressions that were specific to magic kind, such as:

"I wouldn't come near you with a ten-foot broomstick." (Rowling, Harry Potter and the goblet of fire, 2013)

Harry is also very protective over his friends and people he respects. Draco Malfoy, Harry's school nemesis, quite frequently insults and verbally abuses him, Harry's friends and teachers that mean a lot to the character. Harry never ignores these offences and replies with equal defamation.

"Having a last meal, Potter? When are you getting the train back to the Muggles?"

"You're a lot braver now that you're back on the ground and you've got your little friends with you," said Harry coolly." (Rowling, Harry Potter and the sorcerer's stone, 2013)

"So tell me, is his mother really that porky, or is it just the picture?"

"You know your mother, Malfoy?" said Harry. "That expression she's got, like she's got dung under her nose? Has she always looked like that, or was it just because you were with her?" (Rowling, Harry Potter and the goblet of fire, 2013)

"You see, I, unlike you, have been made a prefect, which means that I, unlike you, have the power to hand out punishments."

"Yeah," said Harry, "but you, unlike me, are a git, so get out and leave us alone." (Rowling, Harry Potter and the order of the phoenix, 2013)

During the Duel Club meeting Draco and Harry were sorted as opponents and had to fight each other using magical spells. Harry showed with the reply that he is not afraid of the Slytherin boy and is ready to prove it.

"Scared?" muttered Malfoy, so that Lockhart couldn't hear him.

"You wish," said Harry out of the corner of his mouth." (Rowling, Harry Potter and the chamber of secrets, 2013)

The author portrays Harry Potter as selfless, courageous, sensible, shrewd, kind and smart person. He has great interest in magical sport called Quidditch and is easily fascinated by the wonders wizardry introduced to him. He has two closest friends – Ronald Weasley and Hermione Granger. These two characters are the ones Harry talks to the most often, that is why in conversations with them he reveals the most of his character. For instance, when Ron and him discovered the mirror that showed the things person looking at it desires the most Ron saw the glory and fame whereas Harry saw his long-lost family:

"You're only holding the Quidditch cup, what's interesting about that? I want to see my parents." (Rowling, Harry Potter and the sorcerer's stone, 2013)

Ron and Hermione are the only two people he confided almost all of his secrets. They joined him on the quest of hunting down and destroying Horcruxes, pieces of Voldemort's soul. When Harry's mentor and teacher Professor Dumbledore was presenting him information about the Dark Lord's past he asked if he could share it with his friends.

"Sir, am I allowed to tell Ron and Hermione everything you've told me?" (Rowling, Harry Potter and the half-blood prince, 2013)

It also shows that he knew that without them he would not be able to find solution to the problems that could arise. He acknowledges that his friends are the reason he had been successful in his previous adventures. Ron was his support, whereas Hermione acted as the brains of the group.

"Yeah, you are (a genius), Hermione," agreed Harry fervently. "I don't know what we'd do without you." (Rowling, Harry Potter and the deathly hallows, 2013)

One of the main problems in Harry's personality is that he cannot accept help for free. He thinks that people should not risk their lives for him, because it is not worth it. Harry never experienced unconditional love

consciously while he was growing up. Quite often when someone says that he was brave and smart in certain dangerous situations he humbles himself by saying that it was only luck. However, people do care about him and they believe his judgement. In Harry Potter and the Order of the Phoenix Hermione Granger asked Harry to teach them how to do defensive spells. The policy at Hogwarts at the time was to learn only theoretical basis for protective spells due to the laws enforced by the Ministry of Magic. To the offer Harry responded with little confidence and did not want to participate in this activity.

"Yeah, but I doubt anyone except you two would want to be taught by me." (Rowling, Harry Potter and the order of the phoenix, 2013)

In the last book, Harry Potter and the Deathly Hallows, the hero once more proves that the thought of someone dying for him is unbearable. Especially after the loss of his Godfather, Sirius Black, he just could not let anyone else die.

"I can't stay here... You're all in danger while I'm here..." (Rowling, Harry Potter and the deathly hallows, 2013)

Harry was ready to sacrifice himself in order to end Voldemort. When he found out that a part of the Dark Lord's soul was inside him, he decided to hand himself over if that was the only way to defeat the evil.

"I must die. It must end." (Rowling, Harry Potter and the deathly hallows, 2013)

It so happens that Harry is the only character whose thoughts are projected in the narration. Most of the things that happen in books somehow involve Harry. The reader never gets to know what other characters feel or think, because their emotions are usually expressed from Harry's perspective. It is the way he sees them that gives readers characteristics. He might have a conversation with them, eavesdrop on something or being told that someone said something, but it is on a very rare occasions when a scene is described without Harry's presence in it. Readers also get to know when Harry hesitates to answer and lies. Later they see what his true answer would be, as J. K. Rowling gives them an insight.

"D'you think Hermione did snog Krum?"

"What?" he said confusedly. "Oh... er..."

The honest answer was "yes," but he did not want to give it." (Rowling, Harry Potter and the half-blood prince, 2013)

It is clear that Harry is a very daring person. He takes after people that are his mentors such as Albus Dumbledore. In the Magical Community it is customary to replace Voldemort's name with "You-Know-Who" or "He-Who-Must-Not-Be-Named", but Dumbledore never was terrified of using the actual name. Therefore, when Harry finds out about his past, he still does not have the fear that most other members of magical world do. The only times where he replaced the name were when he was personally asked to not say it aloud. As the time goes by, he does not acquire the fear, instead he encourages people around him to use it in its proper form.

"But what happened to Vol-, sorry – I mean, You-KnowWho?" (Rowling, Harry Potter and the sorcerer's stone, 2013)

"VOLDEMORT! I've met him and I'm calling him by his name." (Rowling, Harry Potter and the sorcerer's stone, 2013)

It goes to the extent when in the last book Harry was so caught up in the moment, he forgot that saying the name was now like a spell that would break all the protective charms and shields that could have been put out and because of that they were taken hostage by the Snatchers, group of people who were paid to catch all the wanted wizards.

The original name of Lord Voldemort was Tom Marvolo Riddle, as Harry later finds out. On his journey with Professor Dumbledore he learns a lot about the past of his nemesis and realises that he can use it to his advantage. When the final battle took place Harry addressed Voldemort as "Riddle" and "Tom Riddle", because he no longer sees him as an all-powerful being, but as a scared evil boy from the memories he had been introduced to by Dumbledore.

"You don't learn from your mistakes, Riddle, do you?"

"You dare –"

"Yes, I dare," said Harry. "I know things you don't know, Tom Riddle. I know lots of



important things that you don't." (Rowling, Harry Potter and the deathly hallows, 2013)

Another relationship that characterised Harry was the one he had with his Godfather Sirius Black. The man was put into magical prison called Azkaban for blowing up a great number of Muggles and his friend Peter Pettigrew. As it was discovered later Sirius was trying to chase Peter down in order to make him pay for the betrayal of Harry's parents, because he was the only person who knew where the Potters were hiding – a Secret-Keeper – and he gave it away to Voldemort. Initially, Sirius was supposed to be the person who would be the Secret-Keeper, but they changed it at the last moment. At first, Harry knew only about the fact that Sirius Black was the one to betray his parents, that is why in the beginning he hated him so much and wanted revenge.

"Going to kill me, Harry?" he whispered.

"You killed my parents," said Harry.

"I don't deny it," he said very quietly. "But if you knew the whole story."

"The whole story? You sold them to Voldemort. That's all I need to know." (Rowling, Harry Potter and the prisoner of Azkaban, 2013)

However, as the truth was revealed he was told that Sirius was his guardian appointed by Harry's parents. And when Sirius asked if he would like to live together Harry said that he was absolutely positive about moving in with his Godfather. The reason for it is clear, he never loved the Dursleys and their house. He was happier at the Burrow, the house of the Weasley family, than he ever was at Privet Drive.

"This is the best house I've ever been in." (Rowling, Harry Potter and the chamber of secrets, 2013) (about the Burrow)

"It's not possible to live with the Dursleys and not hate them." (Rowling, Harry Potter and the chamber of secrets, 2013)

"Of course I want to leave the Dursleys! Have you got a house?" (Rowling, Harry Potter and the prisoner of Azkaban, 2013)

Harry is heartbroken when Sirius dies at the end of the fifth book. There are several characters he blames it on: Severus Snape, the potion teacher, who constantly told Sirius that he was doing nothing useful sitting at home because of the fact that he was still on the run from the ministry; the house-elf

Kreacher who did not call for Sirius when Harry went to check if he was safe, and, of course, he blamed himself the most. The thing is that he was shown a vision of Sirius being tortured by Voldemort at the Ministry and flew away to save him, however, it turned out to be a trap and Harry with friends were attacked by the Death Eaters. When members of the Order of the Phoenix, people who fought for the good side, came along to help children out Sirius was with them. He was cursed with killing spell by his cousin Bellatrix Lestrange. Sirius wanted to save Harry and actually fight the forces of evil, but unfortunately, he was murdered. This made Harry stutter and he could not bring himself to acknowledge the fact that the closest person he had ever had to a real family was now dead.

"HE – IS – NOT – DEAD!" roared Harry. "SIRIUS!" (Rowling, Harry Potter and the order of the phoenix, 2013)

"Snape – Snape g-goaded Sirius about staying in the house – he made out Sirius was a coward –" (Rowling, Harry Potter and the order of the phoenix, 2013)

"I didn't practice, I didn't bother, I could've stopped myself having those dreams, Hermione kept telling me to do it, if I had he'd never have been able to show me where to go, and – Sirius wouldn't – Sirius wouldn't –" (Rowling, Harry Potter and the order of the phoenix, 2013)

Later he learns to use this connection with Voldemort in order to understand his intentions deeper, yet still not completely. He starts to analyse what are his habits and what he would do in certain situations.

"You really understand him."

"Bits of him," said Harry. (Rowling, Harry Potter and the deathly hallows, 2013)

The growing pattern in relationship with a character was shown in a way Harry was talking about Severus Snape. Essentially, he was a teacher Harry hated the most at Hogwarts:

"Library books are not to be taken outside the school," said Snape. "Give it to me. Five points from Gryffindor."

"He's just made that rule up," Harry muttered angrily as Snape limped away." (Rowling, Harry Potter and the sorcerer's stone, 2013)

Severus Snape murdered Albus Dumbledore acting on the orders of the latter, because it would be the action to prove that

he was faithful to Lord Voldemort's purposes. Harry did not know it and called him a coward:

"Fight back!" Harry screamed at him. "Fight back, you cowardly –" (Rowling, Harry Potter and the half-blood prince, 2013)

But when he found out that Severus Snape was in love with Harry's mother, Lily, and all these years made everything to keep Harry alive, even though he never was kind to him Harry changed his mind. The realisation was so moving that he even named his second son after Severus:

"Albus Severus, you were named for two headmasters of Hogwarts. One of them was a Slytherin and he was probably the bravest man I ever knew." (Rowling, Harry Potter and the deathly hallows, 2013)

These examples show that as the story goes Harry changes and grows. He is never stuck in the same position of character development. There are always new things to learn and new aims to accomplish, however, the most important fact is that Harry was never scared to give his life away for the others.

"You won't be able to kill any of them ever again. Don't you get it? I was ready to die to stop you from hurting these people – I've done what my mother did. They're protected from you." (Rowling, Harry Potter and the deathly hallows, 2013) (Addressed to Voldemort.)

Harry's selflessness and courage find reflection in his speech as he uses simple, yet emotionally rich words in order to express what he feels at the exact moment of the narrative.

#### 4 CONCLUSION

The indirect means of characterisation used by authors include characterisation

through speech. The personality of characters is revealed not only with the things they do, but with interactions they have with each other and the world around them. When creating personages writers pay a lot of attention to giving them unique speech patterns that other characters use less frequently or do not use at all.

As we compiled speech portrait of the hero, we took into consideration the context under which certain statements were made. It was crucial to rely on things that happened in narration in order to reason the choices and thoughts of the character.

Harry Potter is a character with a very tragic fate. An orphan, never loved by his guardians, discovering he was a wizard just to later realise that all this time he was living off a borrowed time. However, he has always been kind, fought for the good, stood up for his friends and protected the innocent. Harry had his flaws and made bad decisions, but it never changed the fact that he was a good person as he constantly proved it in his statements throughout the story.

Characterisation through speech serves as a reliable pillar for personality building. J. K. Rowling considered the changes in the way people speak when they are in doubt, experiencing strong emotion or trying to interact with others in order to create convincing narrative and living characters. Everything that implicitly uncovered their personality gave readers general understanding and matter for judgement. The speech portrait created by the author are supported by the actions of the personage.

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## COLLOQUIAL VOCABULARY IN AMERICAN TV SHOWS

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### Abstract

Language is a powerful tool for people's interaction in various spheres. Being the main device of communication, language, as a mirror, reflects the characteristics of its speakers, their culture and history, reacts to all changes in society. The modern world is dynamically developing and language is in constant development with it. All events that cover society, affect the lively development of spoken language, get a response in the languages of the world and add new phrases and expressions to the lexicon of mankind. Human communication is one of the most important indicators of education and erudition. The perception of a person by society, his authority in public and professional activities depends on how communication will take place. The main element of communication is speech.

The relevance of the article lies in the fact that slang, being an integral part of the language, is one of the most urgent and controversial problems of modern lexicology. This work contributes to solving the problem of definition, essence and main distinguishing features of the phenomenon under study.

**Keywords:** American television series, speech, modern English language, slang.

### Аңдатпа

Тіл – әртүрлі салалардағы адамдардың өзара әрекеттесуінің қуатты құралы. Қарым-қатынастың негізгі құралы бола отырып, тіл айна сияқты, оның тасымалдаушыларының ерекшеліктерін, олардың мәдениеті мен тарихын көрсетеді, қоғамдағы барлық өзгерістерге жауап береді. Қазіргі әлемнің қарқынды дамумен қатар, тіл үнемі дамып келеді. Қоғамды қамтитын барлық оқиғалар ауызекі сөйлеудің шынайы дамуына әсер етеді, сонымен қатар әлем тілдерінде және адамзаттың сөздік қорын, жаңа фразалар сөз тіркестерімен толықтырады. Адами қарым-қатынас білім мен эрудицияның маңызды көрсеткіштерінің бірі болып табылады. Адамның қоғамды қабылдауы, оның әлеуметтік және кәсіби қызметтегі беделі қарым-қатынастың қалай өтетініне байланысты. Қарым-қатынастың негізгі элементі-сөйлеу.

Мақаланың өзектілігі – сленг тілдің ажырамас бөлігі бола отырып, қазіргі лексикологияның ең өзекті және даулы мәселелерінің бірі болып табылады. Бұл жұмыс зерттелетін құбылыстың мәнін және негізгі ерекшеліктерін анықтау мәселесін шешуге көмектеседі.

**Түйінді сөздер:** американдық телехикаялар, сөйлеу, қазіргі ағылшын тілі, сленг.

### Аннотация

Язык – это мощный инструмент взаимодействия людей в различных сферах. Являясь основным средством коммуникации, язык, как зеркало, отражает особенности его носителей, их культуру и историю, реагирует на все изменения в обществе. Современный мир динамично

развивается, и язык находится в постоянном развитии вместе с ним. Все события, которые охватывают общество, влияют на живое развитие разговорной речи, находят отклик на языках мира и пополняют лексикон человечества новыми фразами и выражениями. Человеческое общение – один из важнейших показателей образованности и эрудиции. От того, как будет проходить общение, зависит восприятие человека обществом, его авторитет в общественной и профессиональной деятельности. Основным элементом общения является речь.

Актуальность статьи заключается в том, что сленг, являясь неотъемлемой частью языка, является одной из наиболее актуальных и противоречивых проблем современной лексикологии. Данная работа способствует решению проблемы определения, сущности и основных отличительных признаков исследуемого явления.

**Ключевые слова:** американский телесериал, речь, современный английский язык, сленг.

## 1 INTRODUCTION

Speech is a specific form of reflection of reality. It follows the changes taking place in our lives associated with the change of cultural orientations, values and attitudes.

The study of the features of the American version of English in the context of the language system is a new direction. The nature of language, the relationship between literary and spoken language, the relationship between literary language variants, between dialects, etc., is determined by its essential significance for linguistics.

The American version of English turned out to be an even more successful rival to British English, and there are several reasons for this. One of them is that American English is the most simplified version of English in comparison with British English. The issues of differences between English languages (American, British) have been studied for a long time by scientists both in special linguistic and in popular literature.

At the same time, in the works of G.B. Antrushina, T.I. Arbekova, V.I. Zobotkina, V.V. Oshchepkova, V.N. Yartseva, etc. The questions of language differences were mainly raised. It is currently believed that the American version is more modern and simpler, and the language is needed not academic, but conversational for communication. Therefore, in recent years, the American version of the English language, the history of its origin, philology and linguistics in this field have begun to attach more importance to M.G. Golubtsova, V.D. Arakin, L.A. Kaufova, O.A. Leonovich, G.D. Tomakhin, A.D. Schweitzer et al., however, there are still few works devoted to the conversational style

of the American language.

The youth language falls under the category of slang, which changes all the time, but which still does not remain without attention. In addition, the study of youth slang is becoming increasingly relevant.

Modern English is in the process of constant development. It is well known that over the past twenty years linguistics has actively switched from the study of written language to the study and analysis of direct live communication, since it is oral language communication that continues to be the most important area of language functioning. One of the key elements of oral communication is profanity, and in particular slang. Currently, scientists are paying more and more attention to slang in foreign languages. Of course, this is directly related to the increased penetration of slang into the national language and its adaptation. Slang has a bright national-linguistic and social specificity, and therefore is most often used to create a color and figurative characterization of the character.

Slang develops and changes very quickly. Slang words can arise as easily as they disappear. This shows that these changes are taking place in order to simplify the spoken language and understanding.

## 2 THEORETICAL ASPECTS OF THE CONCEPT OF SLANG

### 2.1 Etymology and problems of the concept of "slang"

The etymology of the term "slang" is one of the most controversial and confusing issues in lexicology. The difficulty of revealing the origin of the term is compounded, as will be shown below, by its ambiguity and different

interpretation of slang by the authors of dictionaries and special studies over the past two hundred years.

It is unknown when the word "slang" first appeared in oral speech. It was first recorded in writing in England in the 18th century. Then it meant "insult". Around 1850, this term began to be used more widely as a designation of "illegal" vernacular vocabulary.

Khomyakov V.A. in one of his books pointed out that for the first time the term slang with the meaning "language of low or vulgar type" was used in 1756; since 1802, this term is understood as "The cant or jargon of a certain class or period", and since 1818, slang has been understood as "a language of a high colloquial type, inferior to the standard enlightened language, with new words, or words that are used in a certain sense".

E. Partridge points out that since about half of the last century, the term slang has become a generally accepted designation for "illegitimate" colloquial speech, whereas until 1850 all varieties of vulgar language except cant were called by this term. It should be noted that along with the term slang, such synonyms of slang as lingo, argot, jargon, cant were used non-terminologically. At first, slang was used as a synonym for the term kent, later - for the term argo.

F. Grose in 1785 introduced the term "slang" as a synonym for "kent" in his famous dictionary of the "low" language: slang - cant language. Having explained slang through kent, F. Grose in the preface to the dictionary divides the "low" language into two parts, calling the first part kent or slang. Probably, precisely because of the authority of his work (the dictionary was very popular and was considered a standard) subsequent authors of dictionaries of the "low" language began to associate slang with Kent, as words from one source - the secret language of wandering gypsy beggars, especially since there was a word slang in Gypsy lingo. The Gypsy etymology of the term slang lasted almost until the end of the last century, it is also given in the famous dictionary of J. Hotten, where synonyms of slang in gibberish (gypsy jargon) are given. J. Hotten in contrast

to F. Groza shares the concepts of slang and kent, emphasizing, however, that it is almost impossible to distinguish them completely.

At the end of the XIX century, slang began to be considered as a loan from the Scandinavian languages. For example, G. Wilde and E. Weekly believe that he has a common origin with the Norwegian slenja-ord - "new slang word", slenja-namm "nickname" and slenja-kjeften meaning "to scold, insult someone". In English, there is also a similar idiom with the same meaning "to sling the jaw", which is already obsolete at the moment. Starting with the well-known etymological dictionary of the Skete, this interpretation of the origin of the term has penetrated into some authoritative dictionaries of the English language.

The most prominent representatives of this hypothesis are: S. Robertson, who claims that "slang consists of 'special' words invented by individuals and incomprehensible to all members of society," as well as A.I. Smirnitsky (his definition of slang has already been mentioned above) and G.A. Sudzilovsky, who divides slang into two parts, the second contains vocabulary belonging to a certain social stratum. The well-known position in Humboldt's statement that the "vision of the world", the use and interpretation of language among representatives of certain socio-professional groups do not completely coincide with the "vision of the world" and language proficiency at the level of the entire language collective, plays an important role in the widespread dissemination of this concept. Similar views on slang are also held by J. Hotten, Hertzler and Anandale.

Some researchers even deny the existence of slang. They attribute existing slangisms to various lexical and stylistic categories. In this regard, it will be relevant to consider the hypothesis put forward by I.R. Galperin. He argues that the mixing of heterogeneous lexico-stylistic and sociolinguistic phenomena under one term causes mutually exclusive views on slang and, consequently, leads to the meaninglessness of the term itself. He suggests understanding the term slang as "that layer of vocabulary and phraseology that appears in the field of live colloquial speech as colloquial

neologisms that easily pass into the layer of commonly used literary colloquial vocabulary". As is obvious from the definition, the author defines slang as a lexico-stylistic category of neologisms.

## 2.2 Sources of replenishment of slangisms

### 1. Phonological word creation approach.

Using the onomatopoeia mechanism, slangisms are created from individual sounds or sound configurations. Onomatopoeia is the imitation of sounds, which is a phonetic analogy to non-speech sound complexes. The majority of onomatopoeic language consists of direct references to organisms or items that produce sounds.

We give the following classification of onomatopoeic terms in this paper:

- simulated human-made noises (ding-dong - fight, hush-hush - conspiracy, secret politics).

- replicating natural noises and sounds (to giggle is to laugh; to glug is to drink).

- imitating the sounds generated by inanimate objects (honk is the sound signal for a car; screech is the sound of a car's tires starting sharply).

- Follow the sounds of animals, birds, and insects (to purr - purr like a cat, speak with an enticing voice; to hiss - hiss like a snake, hope for misfortune; to buzz - buzz like a bee, a phone call).

### 2. Meaningful method of word construction.

The semantic method of education is the production of new words as a result of the collapse of an entire semantic unit into homonyms, or the acquisition of alternative meanings for the same word. It suggests a change in the semantics of existing words, as opposed to their sound structure. It consists of the broadening and narrowing of the meaning of words, metonymy, and metaphor. The emergence of new word meanings during the process of transferring a name from one subject to another based on similarity or adjacency causes semantic shifts inside a word. Due to the creation of metaphorical associations between the thing that already has a name and the one that needs to be called, the

transfer of names based on the resemblance of features, the shape of the object and the functions it performs occurs.

**Metonymic hyphenations** play a significant role in the creation and structure of the English lexicon system. Metonymy is an association by proximity-based cliché. The essence of metonymy is substituting the name of one subject with the name of another, with the first external and internal link maintained. In such circumstances, secondary meanings are derived from associative linkages (box - television box; to go to the dogs - to reduce one's social position). The difference between metonymy and metaphor is that metonymy keeps the image it creates throughout decoding, whereas metaphor destroys it. In addition to metaphor, metonymy is typically employed to create more sensory and perceptible visual representations of the phenomenon being described. This approach is characterized by the following morphological mechanisms: word construction, metathesis, modifications in the root of the word ("central slang"), rhyming, affixation, abbreviation, and abbreviation.

### 3. The morphological construction of words.

This method is one of the most common ways of word formation. It means the formation of new words on the basis of the bases and word-forming affixes already existing in the language. With the help of the morphological method, completely new words are formed that are not documented in dictionaries. This is one of the most common methods of word formation. It involves the creation of new words from existing bases and affixes.

**Compound words** are formed by combining two or more words that are written together, hyphenated, or separated. Composition of words has close ties to grammar, vocabulary, and other methods of word formation. Toothpaste, speedway, and haircut are typical instances of terms generated by word composition, which are regarded the literary standard in American English. According to O. D. Meshkov, "the meaning of each individual model of a phrase is also determined by the fact that within the

framework of some models, various semantic types with various relationships between components can operate, whereas other models can only generate individual words, and, finally, there are models according to which only a few, or even a single word is formed".

**Metathesis** is one of the combinatorial sound modifications based on the exchange of sounds or syllables inside a single word.

The opposite of a word or "**reverse slang**." According to lexicographer Eric Partridge, reverse slang acquired popularity among Victorian-era London street merchants. Partridge remarked that "the oddity of their speech was the frequency with which they addressed reverse slang." The key rule was to reverse the word and, ideally, pronounce this convoluted sequence of sounds as near to the original as possible. A change in the root of a word or fundamental slang: milk became ilkem and to catch became utchker.

**Rhyming slang**, more popularly referred to as "Medical Greek," is typically implemented by a rather simple technique, in which a phrase rhyming with a certain word simply substitutes it in speech (to believe - Adam and Eve; money - bees and honey; phone - dog and bone). At first look, it may appear that the meaning and structure of rhymed slangisms are wholly arbitrary; however, upon closer inspection, it becomes evident that these expressions are founded on the notion of sarcasm, which can be related to the example of wife - difficulty and strife. In this regard, it is necessary to mention two accompanying signs, without which the formation of rhymed slangisms is impossible: the optimal number of elements and rhythm: therefore, the neoplasm should be composed of two words with two stressed syllables, resulting in an expression with the desired cadence.

There are some examples of "Medical Greek":

A stint of pout instead of a pint of stout;

Douse-hog instead of house dog;

To poke a smipe instead of to smoke a pipe.

**Affixation.** Affixation is the process of creating new words by attaching word-

forming affixes to the root of an existing word. Linguists consider affixation as one of the most productive methods for creating new lexical units. In the English language, affixes can either precede the root of a word (prefixes) or follow it (suffixes) (suffixes). Thus, affixes in English are separated into two groups: prefixes and prefixes that connect to the beginning of the generating base, and suffixes that link to the beginning of the generating base.

Also, in American youth slang, a preposition or particle is frequently affixed to a noun or verb that comes before or after a given term: kinda, sorta - anything along those lines; slavo - a member of the Slavic ethnic group; wacko - a scumbag.

**Abbreviations.** These include acronyms, truncations, and abbreviations. The popularity of neoplasms in American youth slang can be attributed to the tendency to rationalize language and conserve linguistic effort. Apocops is one of the most common abbreviations used by American kids. Apocopa is a phonetic phenomenon that refers to the loss of one or more sounds at the end of a word, typically an unstressed last vowel, resulting in a diminution of the word's length. Examples of these type of abbreviations are (4ever - forever; bud (buddy) - friend, comrade; lambo - Lamborghini; sec - second.

This style of acronyms is common among young people but is not acceptable in formal speech. Abbreviations should only be used in informal settings.

### 3 LINGUISTIC AND LEXICAL FEATURES OF ENGLISH-LANGUAGE TV SERIES

This research focuses on the identification of genre-stylistic characteristics of English-language television series, namely the linguistic analysis of phonetic, lexical, and syntactic characteristics of such a unique television genre as TV shows. We used transcripts of American television series as the actual source material for our investigation. Among the many popular television series, we have chosen various American programs, including "Marvel's Runaways," "Stranger Things," "The Big Bang Theory," "Riverdale," "Euphoria," "13 Reasons Why," and "Atypical."

The main characteristic of the spoken

American version of English is simplification. Thus, phraseological units are frequently reduced in the spoken American version of English. There are words and phrases abbreviated to an abbreviation, or even to a simple sound; for example, the sound "**Z's**" signifies that a person wishes to take a nap.

If you do not know the spoken American version of English, then you can be offended when communicating. For example, the word "**shrimp**" in Russian could sound like a name-calling, but in American it is praise and this word is translated as **small, miniature**, etc. Similarly, when a girl is referred to as a fox in Russian, a negative connotation is apparent (cunning, deceitful), whereas in American "**fox**" is a beautiful girl.

Although there are direct curses that have no other meaning than to offend or humiliate another person, for instance: "**Double-bagger**" translates as "**double packaging**," but means "**ugly**," that is, so frightening that you need two bags to put one on her head and the other on yourself in order to hide from her. Or, as we mentioned in the previous paragraph, swear words for police officers: "**bacon**," "**mud**," "**onion**," "**reed**," and "**po-po**".

Also, when studying the conversational style of the American version of English, it is important to know words that are used for other purposes, such as "**The world is your oyster**," which means "**The whole world is in your hands**." Although we understand the process of the origin of such phraseological units, because they exist in the Russian language, for example: "**I am happy as an elephant**." Why an elephant? Why are you satisfied? We don't think about it, but we use phrasal verbs "Happy as a clam" (Happy as an elephant).

A large number of abbreviations are employed in colloquial American English, and practically all of them have entered colloquial speech from the Internet, where communication is commonly given in the form of codes or abbreviations due to its discrete nature. While watching television, we noted that the characters use the following abbreviations in their mail and chats: "**143**" signifies "**I love you**" (based on the number of letters in the phrase), and "**AFK**" is an

abbreviation for "**Away from Keyboard**," which means "**not at the computer**."

In order to avoid unpleasant situations, it is vital to know the stable phrases of the spoken American language. Therefore, we studied the content of Tables 1 and 2 to determine the linguistic characteristics of the spoken American version of English.

By analyzing these words, expressions, and abbreviations, we can conclude that the analysis of content reflecting the linguistic features of the American English spoken dialect confirms that the vocabulary of spoken language reflects social life, the variety of interests and values that shape the worldview of its speakers.

The use of media materials in the classroom is not new, but teachers frequently do not take advantage of all the opportunities afforded by information technology. Media materials help teachers create an artificial language environment for their students, which facilitate the acquisition of a foreign language.

Due to the fact that American English is not a separate language, but rather a variety of English with similarities to British English, it is more important than ever for a teacher to employ modern technologies, particularly video materials, when teaching American English. This is because it is necessary to distinguish between these two varieties of English, and media materials that can provide visibility in the classroom will help us do so.

According to A.V. Soboleva, multimedia technologies have the greatest impact on students. They enhance the learning process and increase its effectiveness. They have become an objective reality of our time, and a foreign language teacher cannot ignore the potential they offer for teaching authentic communication in a foreign language.

Thus, a segment of the American television series "**The Big Bang Theory**" that contains lexical, grammatical, and phonetic features of American English can be used in an English lesson. To demonstrate that an American television series can be a suitable video material for an English lesson, we analyzed it for the presence of the aforementioned features. We carried out the analysis using the



example of the direct speech of the heroes of the American TV series **"The Big Bang Theory"**. Therefore, the basis for us will be the dialogues of native speakers themselves. Also, the dialogues of the characters will be analyzed for compliance of their spoken language with the norms of the language corresponding to spoken American English.

American colloquial speech features numerous imperative sentences, such as:

If we're discussing grammar, I'd want to point out that the heroes of the series utilize a variety of transitory constructions, such as Active Voice and Passive Voice, in their everyday speech.

In these examples of Present Simple, the ending of the third person singular is not removed. Of course, the prevailing times are the times of the Present group, mostly Simple and Continuous. However, there is still some substitution of the Present Perfect form for simpler ones, as a result of which its adverbs of the tense "just, ever" are used in other tenses, for example:

In direct speech, Americans may simplify question structure, as in **"Why? What else? How about soup?"** It is also usual for colloquial English to eliminate the auxiliary verb in the generic question **"Are you happy?"**

Alternatively, the response form is streamlined and not the question itself.

It was impossible not to notice that Americans actively use phrasal verbs in their daily lives. They use as frequently used phrasal verbs **"get on, come out, take out, come on, pickup, pull off"** as they do less popular ones, such as **"hide out, blow off, fill up."** At least as frequently as phrasal verbs, modal verbs are used in colloquial speech. Mainly the verbs "can, could", for example, "We could dance. We can't there. You can take damn plastic off the couch".

In colloquial American English, direct speech constructions begin with **"somebody's like"**; for example, **"she's like 'I come'"** translates as **"she's like, 'I'll come.'"**

If we pay close attention to the lexicon of American English, we will observe that typical abbreviations such as **"Wanna repair to Casa? I'm going to order. I gotta go"**. These abbreviations are indicative of both standard American English and informal speech.

As stated previously, American colloquial speech is defined by the prevalence of slang, such as the verb **"yakking,"** which means **"to chat,"** or **"sockers,"** which means **"loser."** In American English, there are abbreviated words such as **"med- pack,"** which is an abbreviation of **"medicine cabinet"** and translates to **"first aid kit,"** and **"techsupport,"** which is an abbreviation of "technical support."

The American colloquial vocabulary of the series' protagonists includes phrases and inquiries such as "What fresh hellist his?", "What's up?" and "You're on fire!". In addition, exclamations such as "For God's sakes!" and "Gosh!", they can be both positive and negative. Colloquial speech is also characterized by such forms of addressing the male sex as "guys, fellas".

It follows from this that video materials, in particular, series from American TV series can serve as a good addition to the lesson, since such materials contain all the components of American English lexical, grammatical and lexical. Furthermore, colloquial speech in American English is presented, which will contribute to the development of schoolchildren in this area, possibly encouraging them to learn English.

In light of the foregoing, it can be concluded that media materials, namely video materials, should be an integral element of the class, as they enable the teacher to visually introduce a native speaker to the students and expand their knowledge of a foreign language.

#### 4 CONCLUSION

The aims of the research article are strongly related to the theoretical significance and uniqueness of the research; the idea of "slang" in contemporary linguistics is unclear and difficult to define. The fundamental difficulty arises from the fact that different authors present their distinct solutions to the subject of "slang's" breadth. After analyzing some of the numerous scientific definitions, we were able to generalize and integrate their core concepts: Slang is a historically non-standard, colloquial, non-literary, stylistically marked, short-lived, mobile, and expressively tinted vocabulary layer, as well as a form of colloquial (mostly oral) speech with pronounced emotional and evaluative tinting, humor, imagery, language play, and fashionable neology.

Oral speech represents the spoken manner of any language, although it can also be utilized in literature and occasionally on radio and television. There are numerous distinctions between the British and American varieties of English, including vocabulary, phonetics, syntax, and vocabulary, which affect not just native speakers but also researchers. At the level of vocabulary in the American variety of English, the emotional and expressive saturation of speech is evident.

There is a close relationship between the qualities of the spoken style of American English and oral speaking. Its linguistic characteristics - informality, ease, automatism, ordinariness, and dialogical form - disclose the primary requirements for the operation of the conversational style of speech.

The analysis of the content reflecting the linguistic features of the American version of the English language revealed that the primary characteristics of the conversational style are expression, emotionality, spontaneity, the tendency to saturate speech with redundant elements, as well as compression of information or its compression through coding, the use of abbreviations and other signs.

The analysis of American television series has demonstrated that the series themselves can be a vital component of the teaching process. It contains every characteristic of American English. As an instructional resource, the series will aid in the development of conversational speaking among pupils.

Experimental work undertaken with students on the study of the conversational style of the American version of English has demonstrated that both modern schoolchildren and students are interested in studying this form of English. In this situation, pupils anticipate improving their communication skills.

This study examined the genre and stylistic characteristics of English television programs, as well as the linguistic and stylistic characteristics of the characters' speech. The speech of representatives of the younger age, which was the topic of our study's investigation, is defined by its dynamism: it readily absorbs all the latest cultural trends and adjusts to external changes.

Due to the economic growth of the United States in the post-war era, a new sort

of society began to emerge in the country, comprised of adolescents who required entertainment that fulfilled their demands. This era is distinguished by the advent of a new type of television series: teen dramas. The speech of the protagonists in television programs of this type is characterized by an abundance of slang, vulgarity, and obscene and abusive language. The vocabulary of such colloquial speech is primarily augmented by means of phonological, semantic, and morphological word construction techniques.

We have chosen a few episodes from "Marvel's Runaways," "13 Reasons Why," "Stranger Things," and "The Big Bang Theory" for study. In the second season of "Marvel's Runaways" Episode 8: "Past Life," we discovered twenty-eight colloquial words. Three from "13 Reasons Why," six from "Stranger Things," and seven from "The Big Bang Theory" were highlighted as examples of slang. During the course of this research, after seeing brief videos and trailers for the television programs "Euphoria," "Atypical," and "Riverdale," we produced a list of important phrases, words, and idioms that were included in the dictionary. There are five examples from the television series "Euphoria" and "Atypical" and seven examples from "Riverdale." We identified approximately sixty-one colloquial words from seven series, from which we selected specific episodes, videos, and trailers.

The heroes of the television series "Marvel's Runaways," "Stranger Things," "The Big Bang Theory," "Riverdale," "Euphoria," "13 Reasons Why," and "Atypical" speak with a pronounced conversational tone, exhibiting all of the characteristics inherent to popular culture, which are manifested in the sound aspect of speech, lexical composition, and syntax. There is pronounced speech expression throughout the dialogues.

As a component of popular culture, the speech of the TV heroes has a direct impact on the language, as evidenced by the fact that American English offers phonetically distinct pronunciation alternatives than Standard English.

On the basis of the foregoing, we can make the main conclusion that speech preceded language in its evolution, which is supported by several instances of nonstandard literary language.

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