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Роль древнеанглийских слов в литературе

В статье рассматривается роль древнеанглийских слов в литературе на примере романа «Ярмарка тщеславия». Приводятся примеры обогащения смысловой и эмоционально-экспрессивной речи исторической прозы, усиления ее выразительности, связанное с употреблением в ней устаревших слов.

The role of the Old English words in the literature

The progress of development of speech is directly dependent on the development of thinking, and on the practicalities of life, which is further complicated by the forms of communication and by the historical development of native speakers. Language can be considered as the keeper of the historical memory of the people. It is not just a companion on the historical ways of development, but also an active force, on which the choice of these ways depends in many aspects. Language provides the continuity of life and the preservation of original worldview of ethnos when changing its historical forms. In other words, if people's thinking progresses in connection with the development of society, it cannot be "indifferent" to the movement along the path of progress. It also progresses in its development.

The words of the Old English period as a component of the language have significant stylistic opportunities in modern English. Stylistic functions of Old English words are in the maximum realization of these opportunities. Availability of Old English words in the literary work, their interaction and correlation with other words at different levels is a manifestation of stylistic functioning of obsolete language in the context of works of modern novelists (e.g. the phrase "abound in villains").

"Vanity Fair: A Novel without a Hero" was published for the first time in 1847–1848 by William Makepeace Thackeray. In this novel he satirizes the British society at the beginning of the 19th-century. The obsolete words do not create a sense of the archaic language of the novel; they are only linguistic hints of the portrayed time. Their use allows

approaching and understanding the general character of the whole era and its language (for example: "partiality for the tavern" - this expression reflects the particular time of the epoch).

As Smirnitskaya writes, the Old English "vocabulary" should be understood not just as words denoting key epic concepts and not occurring outside the poetic corpus, but any lexical items in the text. This view is based on the fact that filling of the vocabulary of the work with the cultural information, additional to the common language, takes place directly inside the poetic text, at its various levels and specific vocabulary organization provides special use of the most common words.

Using the Old English words in the novel "Vanity Fair" is caused by the need to choose the most appropriate version in the artistic sense as much as possible. The opportunity of a choice manifests itself in the nature of Old English words; they are stylistically colored units with a certain stylistic significance. The assignment of the Old English vocabulary in the category of stylistically marked words is caused by the fact that they bear a special stylistic shade - a sign of obsolescence.

High archaic coloration and expressivity distinguish Old English words and stylistic historicism among other categories; make them a valuable means of artistic representation of reality. Old English words are bright, distinctive, contrasting, because they are rarely used in the language, so they contribute to a certain emotional impact of the text (e.g. "Hall" usually means "corridor", but in the sentence "... is my own good hall", it means "palace").

The opportunity of using of this archaic group vocabulary in a figurative sense, and in a system of tropes increases their stylistic potential. Old English words introduced by the writer into the novel "Vanity Fair", are stylistically diverse, and perform a variety of stylistic functions, which are closely connected with stylistic coloration of the words.

With the appearance of new meanings an Old English word can get new emotional or a new functional-stylistic coloration, and then their use in speech is caused not only by semantic, but also stylistic paradigmatics. The opportunity of using Old English words depends on their expressivity, so as a result of a rare applicability they bring some singularity, expressiveness in language.

The main reason to turn to the Old English by Thackeray is the ability of these words to get speech stylistic coloring, as well as the ability to be combined in some cases with neutral words of different functional

styles. This causes a certain stylistic effect, because they bear absolutely other stylistic meaning. In the case of archaisms' using with a metaphorical reinterpretation, they serve for realization of such traits of art style as figurativeness and emotionality. The main task of these words is the emotional impact on the reader.

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Условия формирования билингвальной языковой личности

В данной статье рассматриваются условия, под влиянием которых формируется билингвальная языковая личность в настоящее время. При определении этих условий были исследованы традиции билингвального образования за рубежом, а также особенности билингвального образования в России. Приведены результаты

экспериментальных исследований российских и зарубежных специалистов.

Conditions for forming a bilingual personality

Nowadays many people involved in educational process are familiar with such term as “bilingual education”. This form of education presupposes that two languages – mother tongue and foreign language - are to be used in the teaching process. Ideally, these languages are used both by teachers and by students. Bilingual education exists in many countries, and some bilingual educational programs are carried out in Russia. As for bilingualism phenomenon itself, it is rather controversial. Some researchers regard it as the most effective method of education for modern people, other researchers claim that this approach can have an adverse effect on our cognitive abilities, especially if we consider children. But for us it seems that effectiveness or ineffectiveness of bilingual education is mainly determined by conditions of the teaching process. It means that if we want to educate a bilingual personality, we should take into consideration linguistic situation in a particular country, goals of learning foreign language, age of students and many other factors. Having analyzed some research works in the sphere of bilingualism, we can come to a conclusion that mistakes in making up an educational program can cause some problems of different character such as fusion of speech, stuttering, lack of motivation, and assimilation. That’s why in this paper we try to point out the main factors which nowadays should be taken into account in the process of forming a bilingual personality.

One of the most important factors is *natural bilingualism*. This form of bilingualism takes place in such countries as Canada, Belgium, Luxembourg, India and many others where people speak at least two languages not only in educational institutions, but also use while speaking to their parents, and friends, while reading magazines, advertisements and in many other activities [2]. Such people get used to living with the help of two or three languages; it is natural and not difficult for them. It results that in school they obtain foreign languages quite freely and fluently. However, in the context of *achieved bilingualism* – which is the distinguishing feature of the Russian society – this process is much more complicated. First of all, if we consider Russian students, they don’t understand why they should learn foreign language, because many of them don’t have the opportunity to use it beyond a classroom. Secondly, the

study of foreign language in Russia is more focused on such aspects as grammar, reading, translation of texts from foreign language into mother tongue, but not on the speaking itself. Thus, students often can't put their knowledge into practice. It shows us that the aim of linguistic education in Russia differs from that in the European countries, where students have many possibilities to speak foreign language to each other and to a teacher as well. Thirdly, psychological factors have their crucial influence on the learning process. It means that many researchers confirm that language shapes our way of thinking, and that's why bilingual children and students are more open to study foreign languages, to learn new information about other countries. On the contrary, monolingual Russian students don't strive to learn something interesting and new, sometimes they can seem even ethnocentric, and it considerably affects the reasons why they are going to perceive information – to open their mind for new things or just to get excellent marks. Nevertheless, Russian education is changing, and some obstacles typical for the situation of achieved bilingualism are being surmounted. For instance, the number of schools specializing in English increases. Some schools and universities try to implement new advanced methods in the learning process such as role-plays and case studies. Moreover, some Russian educational institutions introduce bilingual programs in their curriculum. And one of the most effective methods being implemented in the system of Russian education is international student exchange programs.

The next factor is more concerned with the organization of academic process. As many researchers confirm, the study of a foreign language should be *stepwise* or *separate*. The research conducted by professors of the University College London and the City University showed the following results:

- Bilingual children were more likely to stutter in comparison with the monolingual children.
- The rate of stuttering was higher with children who were brought up in bilingual families.
- The rate of stuttering was higher with children who learned two languages at their early childhood (up to 5 years old) [6].

Another research was made by the German scientist W. Stern. As a result, he pointed out that the separate usage of languages with different people promotes and develops the child's understanding that one set of words is used with one person – for example, with mother, and another set of words is used with another person – for example, with father [5]. Such

principle can be seen in some Russian educational institutions. For instance, it exists in the kindergarten “The Sunbeam” (Yekaterinburg) where there are at least two tutors. One of them speaks only Russian, and another speaks only English. Thus, we can see that the learning of two languages shouldn’t be disorganized and chaotic, even if we are going to teach children under school age.

One more factor to be considered is *socialization*. Many modern linguists claim that socialization is closely connected not only with the mastering of language, but also with the mastering of culture, “a personality lives by culture, culture is provided by a personality” [4]. In connection with this we mention the research carried out by A.K. Shayakhmet. She had been working with Kazakh children for 4 years while they studied from the 1st up to the 4th forms. At the beginning all these children spoke Kazakh as their mother tongue. Then one group of children entered the school where the language of teaching was Kazakh, and another group entered the school where the language of teaching was Russian. The results showed that the children from the first group were mostly bilingual and had no problems in switching over from one language to another, whereas the children from the second group either spoke freely only Russian, or demonstrated diglossia. As A.K. Shayakhmet notes, the children from Russian schools couldn’t retell and even read short texts in Kazakh language, but dealing with Russian texts they demonstrated excellent results; this phenomenon has occurred because of socialization. Children from both Kazakh and Russian schools spoke Kazakh in their families, but they used Russian when they communicated with their friends. Also it is important to mention that the Russian language penetrates many life spheres in Kazakhstan. Every educated person in Kazakhstan should know Russian at high level. That’s why we can conclude that family has some kind of influence on a child, but then, when this child grows, he or she acquires norms, customs, habits from other people, and this process, i.e. socialization, becomes for him or her much more important than relationships within the family.

The last factor which seems to us no less significant is *prestigiousness*. Many linguists and translators claim that student motivation is mainly predetermined by this fact, and that it is crucial when we try to form a bilingual personality. For example, European students can be monolingual personalities, and they can live in monolingual society (for example, Italians, Spanish, etc.). But, Margina Bleil, a headteacher of the Leo Tolstoy elementary school in Berlin, notes that today “in multilingual

and multicultural European society the number of intercultural contacts increases” [1]. That’s why students feel that knowing one or two foreign languages, they are going to be successful in their future life. Besides, if any person – a child, a university student, or an adult – realizes that they need mastering a language in order to climb up the career ladder, to communicate fluently with their peers, or just to understand the government language, this person will surely learn foreign language and foreign culture with interest and willingness to get new knowledge. But if a person doesn’t understand the final goal of their activity, if they can do without foreign language in everyday life, such person will most likely be unmotivated to study a foreign language. The last situation is typical for the Russian society.

There is no doubt that many other factors influence the forming of a bilingual personality, for instance, individual personal characteristics, such realities as internationalization, integration, etc. But the analysis of theoretical and practical works and their results shows us that natural bilingualism, stepwise or separate study of a foreign language, socialization and prestigiousness are crucial factors in the process of forming a bilingual personality. In general, we should take the foregoing factors into account not only because of psychological or social constituents, but also due to the modern international situation in the educational sphere.

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Внедрение программ автоматизированного перевода в процесс обучения переводчиков

Данная статья посвящена рассмотрению вопроса необходимости внедрения новых цифровых технологий в обучение и работу переводчиков. Представлена дополненная модель переводческой компетенции и необходимый для работы переводчиком набор навыков.

Implementation of machine translation programs in the process of teaching translators

Digital technologies are becoming integral part of the way that people communicate and part of the context in which language is used. Especially they are widely used in education. Training of translators is no exception. There is no doubt that process of translation and translation teaching change with the development of modern technologies. Digital tools offer ways to support teaching and learning of “traditional language and skills”, they help to optimize translator’s work and become its