

OPPOSITION AS A MEANS OF SOLVING CROSS-CULTURAL PROBLEMS IN COMMUNICATION

Abstract: The article deals with language as cultural heritage of nation. It accumulates the various pictures of the world, which were inherent in the nation over the long journey of the natural evolution of British civilization. Russian students avoid certain typically English lexical units and structures of English if they do not occur in their mother tongue, which violates inter-cultural communication. To help students get insights into the inner structure of the units we turn to the theory of Oppositions and express the meaning of a unit by means of paradigmatic correlation of lingual forms by which certain functions are expressed. When a word-form is represented in the binary privative opposition framework, it reveals a bundle of differential features (strong features) exposing its categorical properties. By means of gradual oppositions framework exposed are the remnants of the extinct dual rank of the category of number in modern English, whose function has since Indo-European period of its development been replaced by simple plural. It is evident that the sense of duality is present in the lexico-semantic structure of certain English lexemes, which express the concept of **two** as contrasted to **many**. The worked-out series of training exercises might give proper results for students to better understand the mechanisms of the English language working.

Key words: binary privative opposition, gradual opposition, the sense of duality, modern English.

The initial principle of creation of all systems is binarity, which is represented by two opposite elements or processes, which are in constant antagonism. It stimulates the development of the system. It was stated that in the description of the picture of the world lies binary opposition, and it has a universal character: life – death, happiness – misfortune, right – left, good – bad, the past – the future, here – there. The left part of the opposition is considered to be marked positively, the right one – negatively. The binary opposition is a universal means of cognition of the world, which was realized as such in the XX century.

Duality of perception of the world around is caused by purely physiological reasons, first, and the brain of a man is divided into two hemispheres, that we have two eyes, two ears, two hands and feet. A.N. Leontiev in his work "Image of the World," writes: "The problem of perception should be raised and developed as a problem of the psychology of the image of the world" (Leontiev, 1983; 252). The system of binary differential signs is used practically in all spheres of structural humanitarian research.

In accord with contemporary theories [Blokh, 2017; Трубенкой, 2000; Хлебникова, 1969] oppositions understood as correlation of forms based on common and differential features. The opposition in linguistic sense is defined as a generalized correlation of lingual forms by means of which a certain function is expressed. Common features serve as the basis of contrast, while differential features immediately express the function in question.

Numerous oppositions of privative binary character are observed in a regular choice of the forms of most parts of speech and grammar categories. The opposition of correlated forms in a paradigm manifests itself in meaning. Specific types of meaning may be found in regular grammatical oppositions of certain grammatical categories, which causes difficulties and in comprehension in communication for Russian students. It is through binary privative opposition that the student learns the intricacy of certain meaning.

(Consider the ambiguity of the following kindred phrases, which is resolved by means of opposition:

2. «Я сделал». На любом из этапов урока учитель может попросить детей проанализировать свою работу и поделиться этим с одноклассником. Он может рассказать о том, что и как делал, какие упражнения выполнил, и какую деятельность осуществлял.

Например, Say, what you have just done and how you've done it.

Возможные ответы:

I have practised phonetics/grammar/lexis.

I have given the retelling of the text and did it well.

I've asked and answered the questions and made some mistakes, etc

3. «Подведение итогов». Каждый ученик в конце урока обобщает, каким знаниям, умениям и навыкам научился.

Finish the sentences:

Now I can/know how to:

- speak about...

- explain the problem...

- say my opinion on

- give arguments...

- express my attitudes...

Задания на рефлексно содержание учебного материала.

1. «Синквейн» (пятистишие) – лаконичная форма синтизирования материала и резюмирования информации, момент соединения старого знания с новым. Например,

- первая строка – тема стихотворения, выраженная в одном слове: *Hobby*;

- вторая строка – описание темы в двух словах (прилагательных): *popular, favourite*;

- третья строка – описание действия в рамках этой темы тремя словами: *to collect, to play, to read*;

- четвёртая строка – фраза из нескольких слов, характеризующая отношение автора к теме: *Tastes differ*;

- пятая строка – одно слово, которое на эмоциональном уровне обобщает суть темы и является синонимом к первому слову: *Freetime*.

2. «Уборка в доме». К стене прикрепляются три больших листа. На первом листе нарисован *чемодан*, на втором – *мисорная корзина*, на третьем – *мисорубока*. Каждый участник получает три цветных листочка. На «чемодане» участник пишет то, что он вынес с урока или семинара, заберет с собой и будет активно применять в корзину. На третьем листе то, что оказалось бесполезным, ненужным и что можно отправить к применению, то, что нужно ещё додумать и доработать.

Таким образом, рефлексия – это один из этапов урока, который не только учит детей самоанализу, самоконтролю и самопознанию, но и является важным инструментом обучения. Регулярное вовлечение обучающихся в рефлексивную деятельность позволяет формировать такие важные качества личности, как самостоятельность, предприимчивость и конкурентноспособность. Рефлексия должна стать неотъемлемой частью любого урока иностранного языка.

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They often quarrelled withone another.

The subclass of DETACHING PRONOUNS:

THE OTHER. The other vs. another.

Other denotes some object different from the one mentioned before. When *otheris* used with the definite article or another determiner, it denotes a contrast between

- two objects: *On weekends I do all my housework on one day, so the other day I am free.*
 - two parts of the object: *There is a bookstore on the other side of the road.*
- The pronoun *another* correlates only with count nouns in the singular: *another cup*. Another has two meanings: a) 'a different one':

(*Can you pass me another pencil?*)

b) 'an additional one'

Another of the speakers suggested abandoning the project altogether.

Is this another of your schemes to make money?

Duality has appeared to be a lexemic number in addition to singular and plural. The pronouns under study have displayed their specific numerical semantics, it is interpreted as referring to precisely two of the entities (objects or persons) acting as a single unit or in unison. It brings us to the idea that the semantic structure of certain lexemes can be represented by the following numeric proposition series: **Singular: Dual: Plural.**

Activity 1. Translate the following sentences from Russian into English:

- Кто-то из этих / двух словарей лучше? Каждый по-своему хорош, один не хуже другого.
Можете взять какую-нибудь из этих книг, они обе интересные. — Да нет, ни одна из них меня не привлекает.
Мы побывали в пяти городах, и в каждом городе нашли что-то интересное. На пляже было много народу: один купались, другие загорали, другие играли в волейбол.
Несколько человек вернулись в город, другие остались на даче на ночь.
И до сих пор помню его каждое слово, каждый жест.
И он прашивал об этом почти каждый день, и каждый раз он отвечал «Не знаю».

The grammatical category of number in modern English, which is presented nowadays by plurality and plurality, does keep the prints of the third component of this category — duality (Hopt, 2008], the understanding of which is very obscured, and it causes mistakes in the utterance production of Russian students — secondary language personalities of English. In the light of the research stated, it is obviously necessary to single out those forms in the structural organization of English behind which stands the duality rank of the category of number.

English word-stock contains a number of lexemes united by the seme of duality in their lexicosemantic structure. We find the traces of duality in the following

- * numerical nouns *a couple, twin, pair, twosome;*
- * invariable plural nouns that nominate the names of tools or articles of dress consisting of two equal parts, which are joined: *scales, binoculars, pincers, pliers, scales, scissors; pajamas, jeans, shorts, tights, trousers;*

* verbs: *to double, to mate, to pair, to match, to copulate, to tread;*

* adjectives: *double, dial, twin, binary, twofold, twain, latter;*

* substantivized adjective: *the latter* (formal, opposite *former*); the second of the two people

* things, just mentioned;

* adverbs: *twice, double, twofold, doubly;*

* preposition

BETWEEN vs. among. Both prepositions being used alone differ in relation to the

number of items: *between* is used with a small number of items — separate and individual:

The ball went between the player's legs.

Adjective: the most (interesting book) versus a most (interesting book)

The Superlative Degree of the Comparison of Adjectives vs the Elative.
Elative [adj., Latin elatus + English -ive; = raised, lifted up] — a term applied to what is also called *Absolute Superlative*, denoting a high or intense degree of a quality, but not excluding that an equal degree may exist in other cases (Webster, 1913]. In the absence of comparison, the elative conveys the notion of "greatest", "supreme" — a superlative or intensifier. Compare:

"The Lord of the King" was the most attractive book for teenagers at the end of the previous millennium (the Superlative: "more than any other (s)";

It's a most exclusive store (very exclusive, not the Superlative, but the Elative).

Thank you, you have been most kind to me (= very, not kindest).

Another type of opposition is gradual. The gradual opposition is formed by a contrastive group of members, which are distinguished not by the presence or absence of a feature, but by the degree of it. Gradual opposition in morphology is identified as a minor type at the semantic level only. An example of the gradual morphological opposition can be seen in modern English in the category of comparison of adjectives and adverbs: *strong — stronger — strongest; early — earlier — the earliest*.

At the semantic level, gradual opposition might be observed in the specific quantitative meaning of some English lexemes of notional nominal and functional parts of speech, which finds its realization through the component analysis. The seme of duality is inbuilt into their lexicosemantic structure and revealed in valency, i.e. potential ability of words to be selectively combined in a speech chain [Гумовская, p. 110]. The objective of this research is to reveal lexical units containing the seme of duality in their lexicosemantic structure and to study their functioning in speech in the system of modern English. Consider, for example, English pronouns of different classes:

Within the group of UNIVERSAL PRONOUNS, several units keep traces of duality: **BOTH.**

Both vs. all:

Both = the one and the other; **all** = the complete amount or quantity.

The police set up barriers at both ends of the street.

Will all the girls please stand over there?

Both prisoners escaped vs. All the prisoners escaped.

EITHER. Either vs. any

Either = the one or the other (either of the two mentioned, only if there is indication that there are two objects):

If you are ambidextrous, you can write with either hand.

Any = each one or all members of a group: *Before touching the computer or any of its parts, one needs to read the instructions.*

NEITHER. Neither vs. none. **Neither** = not the one or the other. **None** = not any of something.

Neither of the prisoners escaped.

She had inherited none of her mother's beauty.

Thus, either's neither are used when there is a choice of two objects; if there are three or more objects, any is used: *either / neither book will do vs. any book will do* —> *either vs. any; neither vs. none*.

The subclass of RECIPROCAL PRONOUNS comprises only two items:

EACH OTHER. Each other vs. one another.

They loved each other.

The pronoun *each other* generally implies that only two persons / non-persons are involved; *one another* is usually preferred where more than two persons are involved.

They stood about in each other's arms.

Between 1914 and 1945, 70 million people died in Europe alone as a result of armed conflict.

With certain nouns *between* actualizes the sense of duality: *The contrast between two areas. What he said, that all too often, is that we accept the distance between those two ideas. The difference between American football and soccer.*

Among suggests a larger number:

I was hoping to spot Marcia among the crowd.

Activity 2. Translate the following statements from English into Russian.

We make a distinction between talking from a diplomatic level and talking at the political level.

You can purchase additional storage at any time, and this additional storage is

shared among Google Docs, Picasa, Gmail, Blogger and Buzz.

Peter and Steve are students, but the former is doing this last year at college, while the latter is

only in his first.

What is the difference between an UNCITRAL legislative text and an UNCITRAL non-legislative

text?

In the Kennedy family two brothers are most famous: John and Robert. The former was US

President, while the latter was Attorney General.

And, among other things, they're looking for dark matter.

It's a story of nations, of ideologies, of territories, and of conflicts among them.

Of the two people mentioned, the former is dead, but the latter is still alive.

Conclusion

English at Russian Universities is studied by linguistic disciplines, which have either a practical or a theoretical purpose. A practical discipline is aimed at practical mastery of the language, while a theoretical discipline pursues analytical aims: to gain insights into the inner structures of language and expose the mechanism of their functioning. The theoretical basis of language supports the student's language acquisition and helps develop their linguistic and cognitive skills. The involvement of opposition theory to identify differential components in the lexical and semantic structure of some lexemes of the English language contributes to the students' awareness of typically English constructions that are not present in their native language. The system of exercises developed on the basis of modern empirical material will provide reliable consolidation of both theoretical and practical aspects of the English language by Russian students – secondary linguistic personalities of English national culture.

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К ВОПРОСУ О КРИЗИСЕ МЕЖКУЛЬТУРНОЙ КОММУНИКАЦИИ В РЕЛИГИОЗНОЙ ЖИЗНИ СОВРЕМЕННОЙ УКРАИНЫ

Аннотация: В статье рассматриваются проблемы соотношения религиозного и светского в политической жизни современной Украины. Показано, что украинские политические элиты занимаются преимущественно профанацией богословских понятий и подменой сюжетов философского, лингвистического и социального политическим.

Ключевые слова: Украина, религия, православие, лингвистические практики, политические элиты, коммуникация

Идеологические трансформации в современных транзитных обществах сопряжены с кризисными тенденциями в соотношении политического и религиозного как онтологических сфер бытия. Вера как объект межкультурной коммуникации используется в спекулятивно-системских целях, переносся на периферию общественного сознания. В этом отношении опыт построения новой реальности на Украине характерологически имеет отсылки как к проблемам межкультурной коммуникации в широком смысле, так и иным аспектам языковой действительности. Практики украинской общественно-политической жизни в ситуации демократического транзита представляют небезынтересные формы лингвистического, философского и социального соотношения происходящего.

Клерикализм / антиклерикализм в политико-религиозной риторике украинских элит представлен интенциями дальнейшей этицизации государственных структур, что возможно посредством включения религиозной организации в широкий масштаб в тело социума. Спираль срез культуры – официальная церковь, другой – раскольники; их диалог затруднён вследствие искусственно сконструированных межкультурных и иных барьеров. Тем не менее интуитивная неопределённость потенциальных коммуникантов предоставляет поля для исследования как с точки зрения опыта национализирующихся сообществ, так и с позиций языковых выше вариативных верей сюжетной реальности.

Сама структура сакрального подвержена постмодернистским лингвистическим трансформациям на идеологических основаниях, что возможно расценивать как попытку включить надрелигиозные (или псевдорелигиозные) практики путём выработки соответствующих референтных групп. Система «Церковь» включается украинскими элитами в более масштабную и неоднозначную семиотическую систему «Государство-церковь» (по инициативе с тоталитарным и неоднородным семантическим пространством ориентированы, с одной стороны, на адресата внутри системы, а, с другой, - на воображаемого внешнего адресата. Неомиметские религиозно-националистические проекты с тоталитарной направленностью визуализируются через смену сакральных пространств в пользу новых институций (УПЦ-ПЦУ-СЦУ), где внешним адресатом выступает потенциальный (и/или реальный?) заказчик. Модель «государство-церковь» реализуется через фразеологическое наказание в случае «непослушания» паствы новым решениям главы государства [1; 4; 6; 8], что создаёт условия для ещё большей подмены понятий, поскольку православие в исконном значении не подразумевает концепта наказания, а концепция «облавы милости» и сострадания не входит в число политически приоритетных для украинских властей.

Интерес представляет анализ сугубо богословских документов, способных в той или иной мере осуществить замыслы П. Порошенко в деле создания отдельной церковной структуры. Томос как повод к межкультурной коммуникации порождает в сознании