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INFORMATION ABOUT THE JOURNAL

Liberal Arts Digest is a student journal first published at Maqsut Narikbayev University School of Liberal Arts. This journal is aimed at enhancing students' involvement into science and research.

Liberal Arts Digest journal admits for publication various types of articles: original research, review articles, short reports or essays, reflections, case studies, methodologies and cases in english; containing the results of fundamental and applied research in the field of philosophy and identity, history of kazakhstan, pedagogy, linguistics and methods of teaching languages, translation, and tourism.

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ARTIFICIAL INTELLIGENCE IN LEARNING LANGUAGES

Abylkas Daiana

THE ADVENT OF THE CONCEPT OF ARTIFICIAL INTELLIGENCE

A considerable amount of work in this topic has been done between University teachers, students and more articles about the general implementation of AI in education.

The 21st century is a period of rapid advancement of technology, that it has become an important part of human existence and led to many changes in society. In this respect, the field of Artificial Intelligence (AI) is among the leaders (Haluza & Jungwirth 2023). In spite of its close association with computer technology, the concept of Artificial Intelligence itself predates the advent of computers and dates back approximately to the 1940s and 1950s. The greatest role in the founding of Artificial Intelligence was played by the eminent British scientist Alan Turing (Warwick, 2012). Trying to answer the question “Can machines think?” he wrote the most basic article called «Computing and Intelligence». In this paper, he argued that if a machine could successfully imitate human actions then it could well be considered intelligent (McCarthy,2007). Then in 1955, John McCarthy, the founder of functional programming, was the first to introduce the term «Artificial Intelligence» into science (Ertel, 2017). In the Middle Ages, scientists made an effort to ensure that AI would not just mimic humans, but would understand speech holistically. Thus a program appeared that worked in the English language «Eliza». It was presented as a chat-bot and was practically able to talk. Scientists became increasingly interested in incorporating human «qualities» into machine technology. AI became not just a program, but an entire system. Nowadays in the modern world AI can be found absolutely everywhere and in all spheres. Starting with banks and business and ending with the military. They have become an integral part of society that influences development.

ARTIFICIAL INTELLIGENCE IN EDUCATION

The development of artificial intelligence has led to a major change in education, because it has been used in this sphere more often. Previously education was focused on human preferences, but now the concept of education has expanded due to AI. Initially AI tools were introduced into education more as an additional aid to understanding. Its main purpose in this mission was to become a good assistant for teachers to make learning accessible, possible and understandable. In the end it was to give a great access to knowledge through which the student gets a kind of inclusive education (UNESCO, 2018). The main AI tools that teachers and students use in their practice are intelligent lesson systems, educational robots, and special learning systems (Chen, Xie, & Hwang, 2020) Moreover, AI has contributed to education by automating all assignments to use special programs in the learning process (Chaudhary & Kazim, 2021). These programs can teach the basics, but they don't yet reach the level of real teachers in thinking and in the teaching approaches especially in learning languages.

ARTIFICIAL INTELLIGENCE IN LEARNING LANGUAGES

There are a majority of auxiliary applications, chatbots and robots to work with learning foreign languages. For example, applications that correct grammatical errors, translate texts instantly, voice assistants, and so on are widely used for this purpose. Moreover , resources that recognize the human voice have become better at perceiving all information in oral and written format. As a result, AI can now evaluate writing or oral speech (Sumakul et al., 2022). However, researchers and teachers look at this situation with disbelief. Specifically, AI has begun to be used in language learning and replace the real work of the teacher. Research papers on this topic often raise themes of the importance of the teacher in this digitalization process. Aldosari (2020) says that, as a result, the role of the real teacher may not be the same as before, from which the social relationship between teacher and student will become different. From the perspective of the teacher, Sumakul et al. (2022) agree that they will change, but only in a good way, if the teachers will use AI to their advantage. It was also said that, on the contrary, AIs greatly facilitate the work of the teacher and help in teaching and the main goal of the teacher is to help students to make learning better. Kushmar et al. (2022) adds that even the students themselves do not want to fully use AIs, because they are afraid of being in an unnatural environment if they work with AI applications.

CHATGPT'S IMPACT ON LEARNING LANGUAGES

The most important evolution that AI has brought to language learning and teaching is the introduction of technology into learning. This led to the emergence of Computer-Assisted Language Learning in 1960. In the process of development, the first article on this topic was published and it was about an AI tutor in German. In the flow of computer technology development, AI tools began to use Natural Language Processing, which allowed computers to speak in a human manner (Sumakul et al., 2022). In the process of this technological improvement, various chat boxes and AI systems were developed. The prime example is chatbox ChatGPT developed by Open-AI, which can easily understand human speech and write the text of the request in different languages (Baidoo-Anu & Ansah, 2022). These days, quick access to answers to any questions ChatGPT has become a threat to students and its use has come into question (Herman, 2022). Students have begun to use it for other purposes, to instantly generate essays and homeworks as a cheating tool (García-Peñalvo, 2023). In his paper about AI Bill Gates (2023) also expresses this problem, supposedly teachers are very worried about this situation. He also writes that ChatGPT gives wrong answers to these requests or just makes up something of their own, which may prevent them from getting the right information in learning. Nevertheless, there is a completely different opinion that ChatGPT is a great example of AI that does transform the presentation of knowledge and makes it clearer with new innovations and personalization (Rudolph, 2023). In conclusion, AI applications have their advantages as new technologies in learning and a different approach to each student, but we must also consider the disadvantages when using these tools.

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EMOTIONAL SOCIALIZATION OF MULTILINGUALISM IN KAZAKHSTAN: PERCEPTION AND EXPRESSION OF VERBAL EMOTIONS

Korgash Aiymzhan

Multilingual people frequently change between languages, this common and natural practice is called code-switching (Phillips & Pylkkänen, 2021). The causes of language switching have been the subject of numerous studies. According to research, code-switching strongly correlates with emotional socialization and positively impacts them (Ahmad & Jusoff, 2009; Nurhamidah et al., 2018; Williams et al., 2020). Moreover, studies show that code-switching is linked to cognitive control, which weakens during strong emotions (Luque & Morgan-Short, 2021). Thus, it can be understood that multilingual people and bilinguals change their language during emotional moments (Bond & Lai, 1986; Lindquist et al., 2015). Based on prior research, it can be assumed that there are several primary causes for language switching during emotional episodes, including emotional memory, how languages are learned, linguistic competence, and self-perception that have an equal impact on how emotions are perceived and expressed.

In general, this topic mainly conducted quantitative or mixed research observing bi- and multilingual people using questionnaires, tests and interview questions.

EMOTIONAL MEMORY

Multilingual feel diverse emotions since they can express themselves in multiple languages. Nonetheless, many people who can speak several languages have a preferred language for emotional expression, which is frequently their native tongue (Bakić & Škifić, 2017; Dewaele, 2008; Pavlenko, 2006). Emotional memory is linked to one of the reasons why bilinguals prefer one language over the other (Marian & Kaushanskaya, 2008; Yao et al., 2023). Emotional memory is a sort of memory that recalls and stores emotional experiences. Due to emotional memory, people are more prone to communicate strong emotions such as love (Dewaele, 2008), affection, or rage (Pavlenko, 2006) in their mother tongue. As a result of hearing these expressions in their native language since childhood, a person builds an associative chain of memories and feelings. It may help explain why bi- and multilingual people consider their first tongue more intimate and emotional than their second language, which many people view as emotionally cold (Bakić & Škifić, 2017; Dewaele, 2008; Marian & Kaushanskaya, 2008; Pavlenko, 2006; Williams et al., 2020).

LANGUAGE ACQUISITION

Learning a second language and its acquisition might be the second factor in language switching. The fact that a second language was taught in a neutral context is often cited by those emotionally distant from it (Bakić & Škifić, 2017; Bond & Lai, 1986; Dewaele, 2008; Dewaele & Nakano, 2013; Pavlenko, 2006; Yao et al., 2023). And this is entirely plausible because we usually study a tranquil and classical language where we speak respectfully. This is why multilingual people do not perceive highly effective words and emotions in a second language as in their first language (Anooshian & Hertel, 1994; Bakić & Škifić, 2017; Pavlenko, 2006). To avoid severely hurting themself, some people convey distressed emotions and heavy topics in their second language (Marian & Kaushanskaya, 2008). Also, since they see their second language as emotionally remote, people frequently use it to discuss unpleasant or forbidden subjects or to swear (Marian & Kaushanskaya, 2008; Mohammadi, 2020; Yao et al., 2023). Yet not all second languages are considered emotionally neutral; in the Dewaele (2008) research, participants said they felt the phrase «I love you» more deeply in their second language because of their cultural background or because of partners whose native tongue is their second language.

LANGUAGE PROFICIENCY

The degree of language proficiency is another reason for code-switching. Many studies have found that language competency generally influences language usage and the perception of emotions among most persons, including bilinguals and polyglots proficient in multiple languages (Dewaele & Nakano, 2013; Pavlenko, 2006; Yao et al., 2023). According to Yao et al. (2023), a person's ability to perceive emotions decreases with their level of linguistic skill. As a result, it is directly linked to individuals often switching to another language when they experience emotional episodes because they lack the appropriate vocabulary. Also, simple basic words are not always suitable for expressing emotions and do not convey the whole meaning. Therefore people tend to start speaking in the language, usually, their native tongue, where they will feel rational and be sure they have expressed themselves correctly (Dewaele & Nakano, 2013). Nevertheless, Marian and Kaushanskaya (2008) research revealed that in certain cases, it is not a person's language ability but rather their preferred language that influences language change.

SELF-PERCEPTION

The topic that language can influence personality change is very controversial among researchers. Studies have shown that people may feel and perceive their surroundings differently when speaking in another language, which could potentially influence their behaviour and personality (Chen & Bond, 2010; Dewaele & Nakano, 2013; Pavlenko, 2006; Veltkamp et al., 2013). A study conducted by Hayakawa et al. (2017) suggested that people in a second language may become more violent and have dulled moral reactions. In addition, on this topic, people describe that they can make different decisions, be franker or funnier, depending on their language (Nordin, n.d.; United Nations, 2023; Veltkamp et al., 2013). However, it is essential to note that these studies have limitations, and more research is needed for a better understanding of the relationship between language and personality

To conclude, code-switching is a complex and natural process that can happen for several reasons, often during emotional moments. These findings can provide new understanding directions for ongoing research and shed light on the complexity of emotional expression in multilingual communities.

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FACTORS THAT CONTRIBUTE TO EFFECTIVE LANGUAGE LEARNING

Li Viktoriya

Language is a valuable tool in a variety of fields. People are currently attempting to obtain multiple languages for their own goals. The research world is now brimming with studies on language acquisition and the factors that contribute to it. Motivation is the most discussed component which has sparked debate among academics, with some viewing it as a contributor, and others criticizing it. The learner's attitude toward foreign culture is the second most mentioned factor. The majority of the studies came to one conclusion noting that it has a function in effective language acquisition. Another acknowledged factor is individual strategies, the use of which significantly enhanced students' learning performance. Furthermore, researchers considered gender's role and teachers' supportive behaviour in classrooms to be important in obtaining a foreign language.

MOTIVATION

Gardner and Lambert (1959) identified motivation as a significant factor in language acquisition performance and classified it into two types: instrumental motivation and integrative motivation. The term «instrumental motivation» refers to learners who opted to study a foreign language for practical purposes, such as acquiring a job or enrolling in university. Students with integrative motivation, on the other hand, seek to comprehend the target culture and «integrate» into it. One study proved this theory and discovered that approximately 90% of people enrolled in a French program in Australia had an istrumental motivation (Martin, 2013). The majority of them pursued speaking ability, traveling, and job prospects. Robinson and Nocon (1996) found the second type of motivation reporting that students at the University of San Diego had an integrative motivation since they wished to fully grasp the lifestyle of locals and effortlessly interact with them while studying Spanish.

Nonetheless, there is much controversy on motivation's role in language learning. Some studies view it as a key factor, and others refute it. According to Oroujlou and Vahedi (2011)'s systematic review, motivation strongly influences learners' competence and efficacy, as successful language acquisition is tightly correlated with it. Oxford and Nyikos (2016) support the idea and state that students with strong motivation adopt distinct learning strategies, resulting in higher performance. Highly motivated students also have clear plans, such as studying overseas, and so perform better than lowly-motivated students (Khamkhien, 2010). Crookes and Schmidt (1991), nonetheless, disagree and say that motivation is vague and sometimes mistaken with views toward the culture.

ATTITUDE

Another factor that may influence learners' language competence is their attitude toward the target culture. For instance, it was revealed that after multiple years of taking French classes, middle-school pupils' interest diminished and their attitudes toward the foreign culture became more unfavorable, resulting in low course grades (Massey, 2006). Burstall et al. (1975) expanded on the premise, observing that students who had visited France and had a favourable image of the nation demonstrated greater oral and written French than those who had not visited France and had a negative opinion of it. Similar findings were reported by Getie (2020). English learners who appreciated native speakers and their culture were able to master the language. One more research on native Chinese students studying English as a second language by Oller et al. (2017) identified that those who described Americans as nice and respectful scored higher on the exams.

INDIVIDUAL STRATEGIES

Individual strategies, according to Rubin (1975) and Stevick (1989), also bring high achievement rate when learning a foreign language. Successful learners exhibit specific characteristics that enable them to become fluent in any language. In this regard, Lee and Heinz (2016) suggested a number of strategies that assisted advanced-level speakers in learning English more efficiently, including memorizing phrases, watching American Tv programs, reading aloud, copying native speakers, etc. All of these activities improved participants' reading and listening skills substantially. Another research focused on students' vocabulary enrichment and discovered that those who applied specific strategies (working with dictionaries, taking notes) rather than just memorizing reported higher results (Gu & Johnson, 1996). The idea was extended by Chang (2020) who studied Chinese students learning English and identified that learners who regarded themselves as above average in linguistic abilities used more strategies compared to those who assessed themselves as below average. In addition, strategy users performed much better on the TOEFL than their groupmates (Park, 2014). Strategy adoption also influenced nearly half of linguistic competence among South African students (Dreyer & Oxford, 2016).

OTHER FACTORS

GENDER

Only a few studies on gender variations in proficiency in second languages have been done. For example, as Johnson et al. (1963)'s inquiry says, girls outperformed boys in elementary level Spanish acquisition. Girls' success levels in learning French were discovered to be much higher than boys' as well (Brega & Newell, 2017). Carroll (2007), on the contrary, revealed no difference in language achievement between genders.

TEACHERS' SUPPORT

One more factor that was discussed by several researchers was teachers' attitude in class. In this regard, during the assessment of Californian schools where Spanish is taught children who reported positivity of teachers were vastly better than those who reported negativity (Anastasiow, 2016). Similarly, Hughes (2013) identified a link between students' high achievement and educators' encouragement in the classroom. The more supportive the instructors are, the more effectively students acquire a language (Aspy & Roebuck, 1972).

According to the preceding research study, there are numerous aspects that may contribute to efficient language learning. The primary contributing factors indicated above were motivation, attitude toward the target culture, and executing individual strategies. Gardner and Lambert's theory has been backed by research undertaken in several countries with students learning different languages. Aside from these elements, the learner's gender and the teacher's behavior are other contributors, according to the literature. The topic of learning a foreign language has been explored for decades, and research keeps uncovering new elements that should be investigated further.

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LANGUAGE BARRIERS IN SPEAKING AMONG LEARNERS OF KAZAKH LANGUAGE

Lissovskaya Tatyana

INTRODUCTION

Before describing the current situation with speaking barriers among learners of Kazakh in the Kazakhstani surroundings, it is important to learn about the overall picture in the world.

BARRIERS AND THEIR TYPES

Due to various reasons, including "social, cultural, parental, attitudinal, motivational, psychological, personal and pedagogical factors" (Alhmadi, 2014, p. 46), learners of English as a foreign language may develop speaking barriers in the form of "mental blocks" against gradual speaking competence development (Suleimenova, 2013, p. 1860). This review of literature revealed two major types of barriers: student-related (including issues with phonetics and grammar, anxiety and wrong learning strategies) and non-student-related barriers (culture, finances, teachers' mistakes and inappropriateness of materials).

STUDENT-RELATED BARRIERS

Phonetic and Grammar Issues. Due to variations in alphabet and phonetics from one language to another, learners may find it hard to adapt to new pronunciation norms, which, if also connected with the fear of making mistakes, may lead to a significant speaking barrier (Liton, 2016, p. 94; Beisenbayeva, 2020, p. 610). As described in Liton (2016), Arabic native speakers have a trouble differentiating the "p" sound from "b", as there is no distinction in their language, resulting in spelling and pronouncing "please" as "blease" (p. 101). A similar situation is with grammar complexity and vocabulary, when students cannot comprehend the usage of particular grammar structures or words in certain occasions (Liton, 2016, p. 93; Al Hosni, 2014, p. 26), as well as identifying phonemes in learned words, thus students are unable to identify international words (Sparks & Ganschow, 1993, p. 293).

Anxiety. Generally, anxiety is "the excessive and exaggerated worry about everyday things" (Suleimenova, 2013, p. 1860). In the learning context it is important to separate its sub-type - a speaking anxiety – "a distinctive complex of self-perception, beliefs, feelings, and behaviors, related to classroom language learning, arising from the uniqueness of the language learning process" (Zhang, 2001, as cited in Alhmadi, 2014, p. 48), which is considered to be the most obvious explanation for speaking issues among learners (Suleimenova, 2013, p. 1860; Sparks & Ganschow, 1993, p. 289). As a result of its appearance,

student may never achieve a desired speaking competence, because it might negatively impact both their language fluency and accuracy (Alhmadi, 2014, p. 48; Suleimenova, 2013, p. 1862). To avoid the previous effects, even though anxious people tend to consider speaking as the most stressful activity, it is essential to integrate this skill as much as possible (Yalçın & İnceçay, 2014, p. 2624).

Wrong Learning Strategies. Lastly, it is important to mention the barriers, appearing due to students themselves. Sparks and Ganschow (1993) suggest that it is not necessary to mention the previous types, as the students' actions mostly worsen their speaking competence (p. 291). The most commonly mentioned factor is poor responsibility. Continuous absences lead to inability to grasp new material; homework is reported to be commonly ignored, not even mentioning reading chapters prior to the class (Liton, 2016, p. 98; Al Hosni, 2014, p. 27). Next, student reticence and inhibition as well as too frequent mother tongue usage have a negative impact on their speaking development, as students are unwilling to speak during lessons, which disables them from getting familiar with language sounds and structure (Alhmadi, 2014, p. 49; Al Hosni, 2014, p. 26). Alhmadi (2014) complained that the average attendance of ten 30-student classes varies between 12-25 learners (p. 45). Lastly, the absence of any speaking practice outside the classroom also plays a huge role as a barrier (Alhmadi, 2014, p. 47; Al Hosni, 2014, p. 27). Although the reason of this occasion, mentioned by Alhmadi (2014), is an inability to practice with natives, the importance of seeking ways for extra communicative training is undeniable (p. 47).

NON-STUDENT-RELATED BARRIERS

Influence of Culture. Cultural barriers between teachers and learners may serve as a source of poor speaking skills development. Initially, the cultural division between all the people in the class might make it hard for a specific group of students to comprehend the presented material and also interact with other learners and professors (Helfrich & Bosh, 2011, pp. 262-263; Flint et al., 2019, p. 510). Then, the barrier is represented by a set of beliefs, which is different from one culture to another (Duisembekova & Özmen, 2020, p. 52). In the case, described by Liton (2016), the students in Saudi Arabia, whose religion is Islam, often questioned the need to learn English, as English people themselves are not Muslims and usually do not learn Arabic (p. 99). The last obstacle is a difference in the level of literacy, socialization and discipline, which depends on the culture as well, thus educators should also take these variations into account (Helfrich & Bosh, 2011, p. 262; Liton, 2016, p. 98).

FINANCES

Several studies mention the financial barriers to speaking and learning in general (Grant & Wong, 2003; Liton, 2016). There are two main directions of the negative influence of this hurdle. Firstly, monetary issues may serve as an obstacle for students to attend all the classes, due to taxi prices being too high for specific populations (Liton, 2016, p. 98). Secondly, the education institutions cannot provide learners with appropriate up-to-date materials and textbooks as well as hire the EFL professionals due to the lack of funding (Grant & Wong, 2003, p. 387-388).

TEACHERS' MISTAKES

Teachers may also negatively influence speaking development of their students. Some educators, especially inexperienced ones, fail to adapt their speaking level to the students' abilities or match their learning style, which may lead to issues of understanding (Helfrich & Bosh, 2011, p. 263; Sparks & Ganschow, 1993, pp. 291-292). On the other hand, professors might not control the usage of students' L1 in the classroom as well as use it too much themselves (Alhmadi, 2014, p. 46; Al Hosni, 2014, p. 27). In addition, teachers can unconsciously miss the opportunities to include extra communicative activities, for example, group-work that not only could be beneficial for speaking, but also bring the students together, allowing them to learn from each other (Helfrich & Bosh, 2011, p. 265; Al Hosni, 2014, p. 27). Nevertheless, it is worth noting that educators have personal barriers as well, including learners' poor class preparation, language policy, strict curriculum, which not in every case can be resolved that quickly (Liton, 2016, p. 92).

LACK OR INAPPROPRIATENESS OF GIVEN MATERIALS

The last case, which in many situations can be influenced neither by students nor by their teachers, is poor selection of teaching materials. The main claim is concerned with the uneven acquisition of main English skills: the focus is usually on reading, listening and grammar, while speaking tasks are pretty scarce in the curriculum (Alhmadi, 2014, p. 41; Al Hosni, 2014, p. 27). In other countries speaking assessment is not even included in final examinations, thus teachers do not dedicate time to properly train this skill in class (Al Hosni, 2014, p. 27). Another problem is that the textbooks are outdated and do not include relevant topics as well as do not meet the language levels of learners (Liton, 2016, p. 92; Huang, 2005, p. 27).

There is a similar situation in Kazakhstan. Beisenbayeva (2020) reported that in Kazakhstani surroundings only general English with the emphasis on grammar is taught, while the speaking part is mostly neglected (p. 610). In schools English is taught with a goal of passing exams rather than developing a good speaking competence (Huang, 2005, p. 27).

CONSEQUENCES

There two main directions of plausible consequences of speaking barriers. Firstly, it might lead to a poor academic performance, which, in the worst case, may result in dropouts, as student will not be able to reach the required speaking abilities (Alhmadi, 2014, p. 45). Secondly, a student can get personal negative prejudices and associations with a learning process, which may worsen the acquisition of other languages and subjects (Alhmadi, 2014, p. 49; Beisenbayeva, 2020, p. 610).

SUGGESTED SOLUTIONS

At first, as the emotional state of learners in the classroom is considered to be the basis for acquisition (Dewaele et al., 2022, p. 17), many researchers agree upon the need of making a safe and positive class atmosphere in order to decrease stress and anxiety (Liton, 2016, p. 102; Suleimenova, 2013, p. 1867; Beisenbayeva, 2020, p. 614). Secondly, it is suggested to reconsider the curriculum by integrating more speaking activities, which could also partially eliminate the L1 usage in the class, adding more topics in accordance with students' interests and hobbies, and opening an online/offline speaking club to provide extra communicative practice (Helfrich & Bosh, 2011, p. 264; Liton, 2016, p. 102; Beisenbayeva, 2020, p. 614; Al Hosni, 2014, p. 26; Yalçın & İnceçay, 2014, p. 2623). The last solutions include building good and trusting relationships with leaners by speaking about their attitudes and feelings and discussing cultural aspects (Alhmadi, 2014, p. 50; Flint et al., 2019, p. 510).

CONCLUSION

To sum up, even though various types of student-related and non-student-related barriers pose a significant threat to a successful improvement of speaking competence, which in some cases might even lead to a complete inability to develop it properly, there are still ways, such as building a friendly class atmosphere and integrating more communicative activities, that can help eliminate this commonly met hurdle.

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INFANT-DIRECTED SPEECH AND KIDS LANGUAGE ACQUISITION

Massalim Angsaganym

In the linguistic field, baby talk or infant-directed speech (IDS) is viewed as a subsystem that includes intonational elements, systematic modifications of normal language, and a unique group of lexical items that are primarily appropriate when interacting with young kids (Ferguson, 1964). It has been suggested that using IDS can encourage infants to begin acquiring a language. However, some linguists have conflicting opinions regarding this hypothesis due to the inability to ask kids directly about it.

THE ROLE OF IDS IN LANGUAGE ACQUISITION

According to Golinkoff et al. (2015) research, IDS helps infants to comprehend linguistic peculiarities of how speech could be put together. If infants are exposed to IDS instead of ADS, they can easily memorise the constructions of a language and reproduce speech better. Because IDS's essential component, exaggerated intonation, stimulates their ability to recognise linguistic patterns. The «vowel triangle,» which occurs by the acoustic difference that distances the vowels, also makes learning simpler. While ADS rarely shows the same results. They also highlighted that IDS is connected with positive interactions between caregivers, notably mothers, and infants. Such interactions help to acquire language without any struggles due to its friendly approach. As a result, they suggest that the social component of IDS also plays a role in language acquisition.

Whyatt (1995) also notes in her research that motherese contributes to the development of infants speaking skills by simplifying and adjusting communication to the child's cognitive abilities. However, despite emphasising the benefits it provides, she appears to be more sceptical towards IDS. Whyatt even describes it as an accidental method of language acquisition, in which caregivers facilitate children to learn the language. As a result, children learn to comprehend how words should be used and combined with the help of clues provided by them.

On the other hand, can IDS expand an infant's vocabulary? Ma et al. (2011) conducted two studies with 21- and 27-month-old monolingual English-learning children to determine whether IDS facilitates vocabulary enrichment and whether they can perceive ADS. Younger kids performed excellently in the first experiment, demonstrating that they learn new words more effectively when IDS is used rather than ADS. While older kids performed well in both experiments, proving their ability to process new information in ADS as well. However, they noted that the pre-learned vocabulary level influenced their results. In the second experiment, 21-month-old infants with high vocabulary levels achieved the same performance as older children, indicating that IDS can be used as an alternative way of language learning and not as the only one.

IDS'S APPLICATION TO INFANTS WHO ARE HARD OF HEARING

While previous researchers focused on the role of IDS in infants with typical hearing, Bergeson-Dana (2012) focused on infants who are hard of hearing. It was found out that the children, despite having a cochlear implant for almost a year, didn't respond to the IDS even after they had adapted to the hearing environment. Furthermore, they paid no attention to ADS as well. However, even if children aren't interested in IDS, mothers will continue to use it while talking to them. On top of that, these mothers tended to adapt their motherese to their child's hearing experience and language abilities. That means, regardless of a child's physical abilities, adults tend to use IDS with them. That is an interesting subject itself to investigate more.

As complementary research to Bergeson-Dana's (2012) research, Robertson et al. (2013) continued investigation on IDS and its involvement in infants who are hard of hearing. However, they claim that, compared to her study, kids who use cochlear implants or hearing aids prefer IDS over ADS. When the speech was addressed in IDS, children looked at the screen longer. Children with typical hearing preferred IDS to ADS as well. The results showed that infants who are hard of hearing can have access to audio signals that are essential to many elements of early language acquisition, especially those increased in IDS. It means they can acquire a language through IDS and perform just as well as children with typical hearing.

USING IDS ON PETS FOR THE SAME REASONS

Some people assume that there's a link between how caretakers speak with children and how they interact with pets. Because in both they tend to use high-pitched voices and simple vocabulary. Regardless of whether it is ethically appropriate to compare a human infant to an animal, there have been few studies on this topic. Burnham et al. (2002) examined whether or not people might use PDS with the same purpose as IDS, to teach pets to understand their owner or even talk. It was discovered that IDS and PDS are similar, but only IDS has exaggerated vowels, which can refer to a vowel triangle. Nonetheless, PDS is not used in the same way as IDS. It's just a natural emotional reaction to the pets, whereas IDS appears to be an unconscious urge.

WHY DO INFANTS PREFER IDS?

As in the studies that were mentioned above, infants prefer IDS over ADS. Dunst et al. (2012) also proved the same hypothesis. It turns out kids respond better to IDS, both physically (by looking for a source that speaks to them in IDS) and verbally (by demonstrating a desire to communicate). Reasons, why children prefer IDS, include speaking infant-directed speech in a naturalistic manner, significant prosodic differences between infant-directed and adult-directed speech, the length of the infant-directed speech before it was repeated, and the opportunity to hear infant-directed speech throughout infancy.

Cooper and Aslin (1990) also agreed that IDS appeals to newborns more than ADS. They explained that newborn and 1-month-old infants were more focused on the person who used IDS. However, it was noted that due to the continuing development of audial and visual sensory systems, newborns have a short attention span. So they may pay less attention to IDS. Therefore claiming that newborns prefer IDS for the same reasons as 1-month-olds is incorrect.

However, do kids actually appreciate IDS on its own, or is there another reason? It is widely agreed upon that children play a passive role in social situations because they are thought to be directed by sensory input. Therefore a lot of people assume that kids like IDS because of that factor. However, this is not entirely correct. Kids show an interest in people who use IDS rather than in IDS itself. Thus, even after the spoken style has been removed, the infant actively participates in social interactions by memorising the use of IDS or ADS. (Schachner & Hannon, 2011).

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THE COLONIAL LINGUA FRANCA: HOW ENGLISH BECAME THE WORLD LANGUAGE

Mubarak Zhazira

INTRODUCTION

With the coming of the technology era in 21st century, we became part of the globalization phenomenon. In the capitalist world of quick information exchange there is supposed to be a world language, a lingua franca, the language the majority population speak on. The lingua franca changed a lot in history – once it was Latin before 17th century, then French replaced it, but now it is undoubtedly English. With over 1.132 million speakers, according to Ethnologue, the English language that we know today has undergone many changes. There are numbers of reasons for why and how it became the world language. Many factors have played a role for English to become a world language as the strong economy, education, culture, and the simplicity of the language, but mainly it is the long and devastating history of England's colonialism, which this essay will focus on.

Latin was the lingua franca in the West Mediterranean until the 17th century, when the French Academy was established (Académie française). French remained the world language for several ages, but English slowly progressed on replacing it in 19th century (Alcaraz & Navarro, 2006). There are many factors to it, such as strong economic and political/military-political ties (mostly colonization), cultural (media and Hollywood), the relatively positive aftermath of World War II for the UK and USA. Moreover, it is worth mentioning that English has many similarities with the previous world languages – French and Latin: "Although the English language as a language is not descended from Latin as the Romance languages are, about 60% of English words are of Latin origin due to borrowing" (Harrison R).

MAIN BODY

The colonization of North America first started in 1492, when the infamous explorer Christopher Columbus found the lands of today's USA (Enochs, 2016). Columbus spent years in the continent colonizing the native Americans, who he named Indians (Hoxie, 1996), and taking away their lands. Meanwhile, he also made maps of the new lands and islands. Although his discovery and works have brought many benefits and changed the human history, Columbus enslaved the native Americans and thus instigated genocides (Stannard, 1993). The 21st century policy tends to focus on showing all the harms that he has caused on the lands of America.

Spain owned most of the colonized lands and was the superpower, until England's economy didn't start growing. In the second half of 16th century England's troops attacked Spain's ships in the North America, and the British army along with France started invading (Ostler, 2015). Spain was left behind, now British people named all the states, cities and streets in the new renowned continent. The first state was named Virginia after the famous virgin queen Elizabeth I (Virginia State Name Origin).

America is a big continent, so the British and other colonizers hoped to find and use every source of energy and money, as silver and gold, also free labor. The history of slavery of black people starts in 1619, when the British got them under a long-term contract that couldn't be terminated (Rein, 2006). Since then, African people turned into a commodity that could be bought or even just taken. Millions of black people would be transported by shipping to America and not all of them survive in the long way.

Massachusetts was the first state to legalize slavery in 1641 (Slavery in America). It could be assumed that one of the first things the slaves needed to learn is the English language, as it was the language of the main colonizers, who were British. Obviously, there is not a single white slave owner, who would learn their language to have a nice culture exchange, which has led the black people forget their own culture and language in order to adapt in America. Not to mention, years after years and generations after generations they would forget their own language, culture and history. Moreover, an iron bit or slave gag reinforced this process. It is a tool, that is similar to horse gag, with the hooks that go around the head and the neck. The device was widely used in order to discipline the captives. The iron bit did not let any food, water and even saliva go down the throat. The owners would use it, when the slaves misbehaved by singing encouraging songs or teaching their native language, but mostly to prevent them from eating the soil and get diseases from it. The soil was being widely consumed, since the slaves had no other means of food, which would bring various troubles to the owners as losing soil and the working force (Appiah A. & Gates H. L. 1999.).

By the first half of 19th century South America alone had over a four million slaves (Appiah A. & Gates H. L. 1999.), meaning that they comprise a significant part of the population. As mentioned before all of them had no other choice, but learn English in order to survive. After that Abraham Lincoln adopted a law in 1863, which allowed every slave in the USA get freedom, most of the slaves stayed in the continent (Slavery in America).

"In the year 1800, it is estimated that the population across the present-day United States was around six million people" (O`Neill, 2022). Now in 2022 it counts to 332 million ("U.S. Population Estimated at 332,403,650 on Jan. 1, 2022", 2022), and Canada has about 39 million ("Canada's population estimates: Age and sex, July 1, 2022", 2022), comprising the biggest part of the English-speaking population.

BRITISH COLONIES IN AFRICA

The history of slavery in the USA wouldn't have occurred, if Britain did not start making monopolistic moves towards Africa in the 17th century. Approximately at the same time, when the Thirteen Colonies were invaded with British ships, African lands were economically dependent on the England. The trade offered goods and weapons for the African raw materials and slaves. This way, Britain had Africa under economic ties way before the colonization process in 19th – 20th centuries. In 1950s, however, when the USA joined the UN and showed pressure against the colonial actions of the UK (Stephen L.). African colonies were freed by the 21st century, but the continuous years of British imperialism

has left its traces in the African culture. English was the official rule during the colonial ages. English language was the bridge for communication, education and gave a more opportunities to the Africans then their mother tongues could ("British Colonization in Nigeria: Colonial lingua franca has led Nigerians to suppress their native language and identity", 2021). As a result, it is now widely spoken in most post-colonial countries in the continent, having around 237 million of Africans, who speak English (Lyons D. 2021).

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BEYOND SILENCE: THE REALITY OF PROTECTING VICTIMS OF DOMESTIC VIOLENCE IN KAZAKHSTAN

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The recent tragic events in Kazakhstan have forced society to take a look at the painful problem of violence, provoking an urgent need to discuss the effectiveness of the victim protection system. The death of Saltanat Nukenova, the wife of the former Minister of Economy, not only became a cause for universal mourning, but also revealed global deficits in ensuring the safety of women(Orda.kz, 2023). This ominous episode acted as a catalyst for understanding the problems faced by victims of domestic violence, even in the highest circles of society.

In another corner of the country, in Almaty, Ulzhan, who was a victim of rape, turned directly to President Kassym-Jomart Tokayev, accusing law enforcement agencies of moral and physical violence (KazTag,2023). Her candid narrative reveals not only an act of aggression, but also a systemic injustice, where the police, instead of punishing the perpetrator, are diligently trying to persuade her to withdraw the charge. This episode is a vivid example of the fact that even law enforcement agencies and the state do not guarantee protection for victims. These disturbing cases were not the first to be made public, but rather exposed the root of the sinister problem and highlighted the seriousness of domestic violence that is seen in accurate statistics.

According to the official statistics every third murder in the country occurs within the family, and domestic violence claimed the lives of 93 women in the first nine months of 2022.

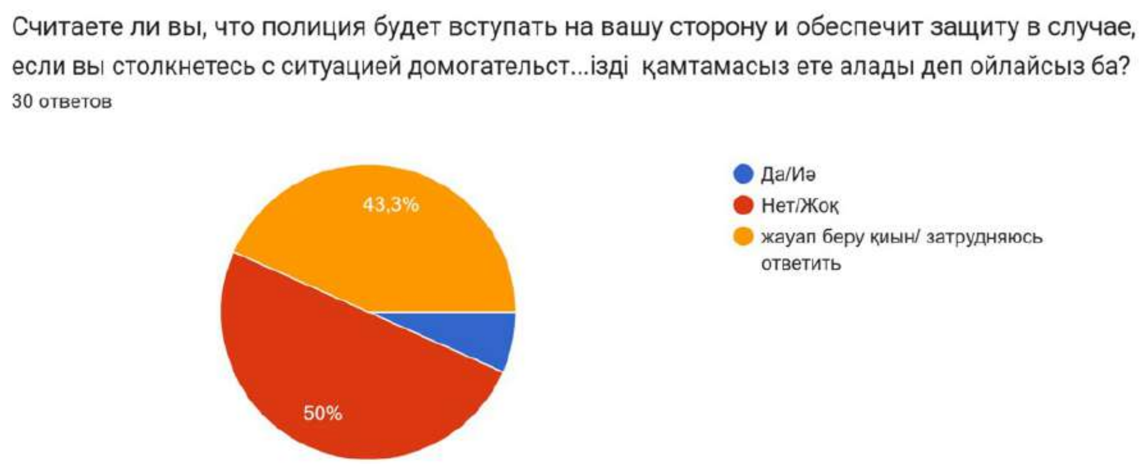
Since the beginning of 2023, at least 18 murders related to domestic violence have been recorded (Koroleva, 2023). This situation worsened during the quarantine period, which led to a sharp increase in the number of reported cases. From February to March 10,121 applications were received, and from March to April this figure rose to 12,518 — an increase of about 23.6% in just one month (UN News,2023). However, the main problem is that a significant part of the applications remain undisclosed or unprocessed by law enforcement agencies as in the case of

Ulzhan. For victims, this means that seeking help from the state often turns into a futile attempt. Statistics from the Academy of Law Enforcement Agencies confirm this bitter conclusion, indicating that 70-90 percent of women do not seek help every year(Koroleva, 2023).

In addition to these official data, our additional survey conducted among girls from our social circles highlights the high level of doubt and distrust to the police in the context of protection from harassment or rape. Of the total number of respondents, 50% expressed doubts that the police would provide them with support and protection in such difficult situations, and 43.3% of the survey participants replied that they found it difficult to give a clear answer to this question. Also,the assessment of the level of trust in the police on a five-point scale emphasized that 76.7 % of girls chose a level of trust that is below average. These figures indicate that there is a significant proportion of women who do not feel confident that law enforcement agencies will provide them with the necessary protection. This assertion can also be confirmed by the words of our interviewee who also faced domestic violence : "Even while being violently abused by a person I thought I could trust, the last place I could think of for seeking help was the police» (A. Kairat, personal communication, December 7, 2023)." These words ring true, mirroring the unspoken hardships of countless others. Despite the advent of the #NeMolchiKZ Instagram campaign, which serves as a virtual refuge for survivors, a stark truth remains—the unsettling notion that victims are not sufficiently protected by the law. According to the president of the #NeMolchiKZ fund, the organization receives hundreds of requests from victims on a daily basis that it is unable to coordinate (Ne Molchi KZ, 2023). This perspective emphasizes the critical need for structural changes to guarantee that legal safeguards become a robust shield for those experiencing domestic abuse.

However, in addition to distrust in law enforcement agencies and the shortcomings in the Victim Protection Act, there are other factors that influence the silence of victims or their unwillingness to contact the police - this is the phenomenon of victim blaming. Living in a conservative Kazakh community, many women face the problem that they are to blame for what happened. According to the Ministry of Internal Affairs of Kazakhstan, from the beginning of 2023, 5,000 investigations into domestic violence cases were closed due to reconciliation between the parties in court. The reason for this was most often pressure on the victim from relatives. Also, an example demonstrating the high level of victim blaming in the judicial system and in our country can be the recent speech of deputy Marat Bashimov at a rally

(Press.kz,2023). Despite recent tragic events, when the culpability of murders or other crimes was obvious, the deputy argues that in many cases women provide an excuse for men to lose their temper or resort to violence. Moreover, he proposes to



introduce a bill according to which not only men should be responsible for violence, but also women who allegedly "provoke" such behavior.

That is why activists in Kazakhstan are advocating for a change in this attitude towards victims, drawing attention to the importance of support and unbiased treatment for those who have experienced domestic violence. Psychologist Galina Islamova stressed the importance of providing moral support to women who have experienced violence (Instagram, n.d.). She emphasized the need for these women to be heard and listened to attentively, without being interrupted or overwhelmed with advice. In addition, it is important for those around them to provide unconditional support, avoiding judgment and criticism of the victim. Candidate of Medical Sciences Zhibek Zholdasova says that you need to address them with the words: «If you are in a difficult situation, we are always ready to support you. You are not alone, we need you, and we will be happy to help in any difficult situation" (Duisembay, 2023).

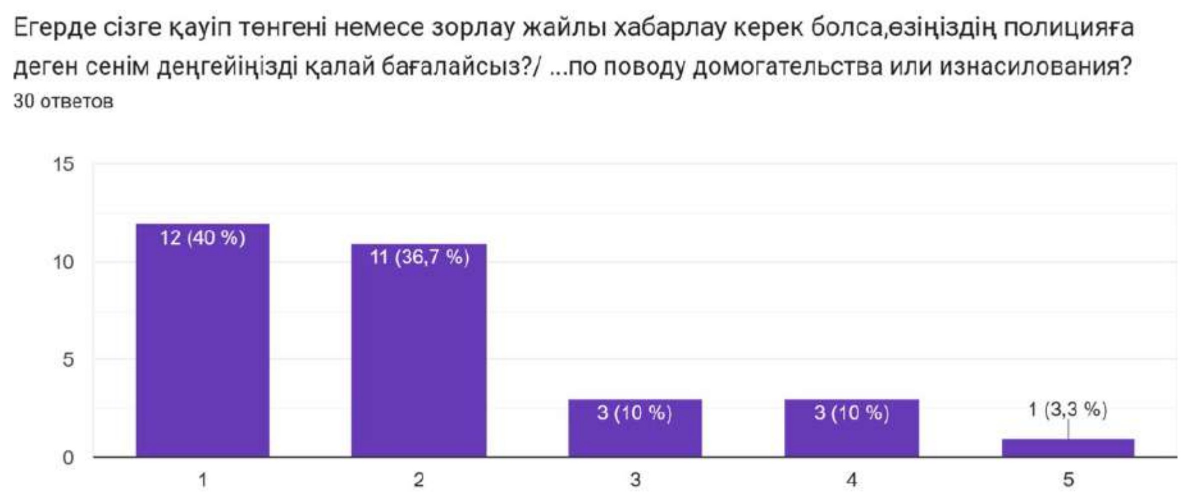
However, providing only moral and psychological support from relatives or acquaintances cannot solve the problem as a whole, therefore it is necessary to try to amend the legislation itself. Aliya Omarova, a legal expert, talks about the absence of a law on the prevention of domestic violence, which leads to problems in investigating and providing assistance to victims. In addition, there is no law on psychotherapy for victims of violence, which leads to a lack of support and assistance. In addition,experts, Zhanar and Aliya, urge society and law enforcement agencies to pay attention to the problem of violence against women and change their attitude towards women.They note that the following new actions should be taken to improve the status of women in Kazakhstan:

- to adopt a new law on the prevention of domestic violence, taking into account

international practice and modern realities.

- to strengthen the punishment for domestic violence should be stricter so that women are aware of their rights and can seek help.
- to introduce subjects on sexual education and information about personal boundaries and violation of personal boundaries in schools.

Also, in order to solve the problem, Kazakhstan can take as a sample the best practices of other countries. Abroad, great importance is attached to educating society about domestic violence, the availability of



hotlines to support victims, accessible help centers, and legislation that protects the rights of victims. Some countries also provide emergency shelters and financial assistance to victims.

For example, in Germany, in 2013, the first state-funded 24-hour hotline for victims (Hilfetelefon) was launched to combat domestic violence in the country. From 2013 to 2018, the hotline provided over 185,000 consultations in German and 17 other languages, as well as in sign language for the hearing impaired (Support Hotline, n.d.).

In Australia, special attention is paid to combating economic violence. «Almost 90% of women who have been subjected to forms of domestic and family violence have also been subjected to economic violence,» the Australian government said in a statement last year. Recently, a short-term interest-free loan program called the Good Shepherd has been launched there. Under this program women who have been subjected to domestic violence can take out a loan of up to $3,000 from partner banks for current expenses, such as rent or utility bills (Good Shepherd's No Interest Loans, n.d.).

In conclusion, we outlined an alarming issue of domestic violence in Kazakhstan and the urgent need for action. The cases of Saltanat and Ulzhan highlight the real-life experiences of victims, serving as stark reminders of the widespread nature of this problem. The statistics provided from multiple sources reveal the gravity of the situation, with Kazakhstan's global ranking in domestic violence and the alarming number of victims each year. It underscored the multifaceted nature of domestic violence and the importance of comprehensive measures to address the root causes and provide support for victims. To sum up, we call for immediate action to address domestic violence in Kazakhstan. The experiences of victims, alarming statistics, and insights from activists and specialists all point to the urgent need for policy changes, enforcement of existing laws, and societal shifts in attitudes towards victims. By prioritizing the welfare and safety of victims, Kazakhstan can strive towards a society that is free from domestic violence and ensure justice for those affected.

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THE ROLE OF DIFFERENT ENGLISH VARIETIES IN ELT PROCESS

Sapabekova Laura

Considerable amount of literature has been published on relationship between English language varieties and English teaching process. These studies observed such perspectives as the significance of English varieties, perception of people, and its realization in teaching process including educational tasks and teachers' awareness of different English variants.

THE IMPORTANCE OF COMPREHENDING ENGLISH VARIETIES

Various studies have assessed the role of awareness of English variants for non-native speakers and learners of English language. For instance, Crystal (2002) found out that Received Pronunciation, the one that is taught as "correct" pronunciation, in fact is spoken by the least quantity of the population in England. This means that knowledge of only standard variant doesn't guarantee successful conversation with native speaker in England. Similar idea was represented by British Council (2014), that concluded there's no longer an original variety with supremacy over others and for the communication the ability to understand varieties is more crucial than level of English of the interlocutor. Along the same lines, the other study has shown that non-native individuals who are aware of English varieties reveal the positive change of their own English language usage (Bayyurt & Sifakis, 2015). Those people also tend to comprehend easily and react fast to other English language variations.

PERCEPTION OF ENGLISH VARIETIES IN DIFFERENT CONTEXTS

The manner in which people perceive their local varieties may have a strong effect on their perception of other variations, therefore it's crucial to accept their own one. The study conducted by Monfared et.al (2018) compared English learners from Iran and India, especially their attitudes towards their own variety and the influence of pedagogic method on it. This study defined a tendency among Iranian learners that are inclined to be stricter about accent and pronunciation due to the aim of FLT to speak as clear as native. On the contrary, Indian approach of teaching appreciate the local coloring of their English despite any norms of the language, therefore students remain positive and satisfied with their local variant. Yet, other study has concluded that the driving force of attitudes change is the role of English language in the society (Tokumoto & Shibata, 2011). The results revealed that in Korea and Japan where the English is used as foreign language, learners aren't assured about their accent and seek to communicate as native speakers, whereas the Malaysian students who consider English as second language positively respond to their variety.

ENGLISH VARIANTS IMPLEMENTATION IN FLT

The data from several studies suggest the extent to which English variants are implemented in ELT. Bieswenger (2008) assumed that knowledge concerning English variations lacks even in modern teaching if the purpose is to prepare students to communicate in any possible setting. In this regard Tsui and Bunton (2000) have established that exonormative method, that implies teaching Received Pronunciation as an only correct one, prevails in Hong Kong education, thus limiting the view of students towards other variants of English. On the contrary, study conducted by Kirkpatrick (2007) examined endonormative model which means that local variety is preferred during teaching process, hence expanding the outlook of students regarding other existing variants. It gives reference back to the previous section that explains the significance of perceiving local varieties. Similar point was examined in another study which revealed Lingua Franca model, the one that is tolerant towards cross-cultural distinctions and supports raising recognition among learners (McKay, 2012). Therefore, it would suit for teaching different English varieties as well as help with perceiving the local version.

APPLICATION IN CLASS ACTIVITIES

Researchers attempted to realize teaching various English language variants through class exercises and practice within World Englishes (WE) project (Kubota, 2001; Boonsamritphol, 2022). Study conducted by Kubota (2001) didn't reveal significant changes in American students' full comprehension of different accents speech, however they seemed to understand the importance of English varieties' awareness. According to this research, most American high school students cannot differentiate English varieties, even though English is their native language. Similar approach within the same project was explored by Boonsamritphol (2022) over time in different setting. In contrast to Kubota's results, this study reported Thai students' compelling improvements in terms of speaking in local variety and ability to comprehend other English versions as well.

RAISING TEACHERS' AWARENESS

Most studies defined that teachers' accent and their attitude toward local varieties of English may strongly influence the way students perceive different English versions (Lee, 2018; Ahn, 2017; Suzuki, 2011; Tsang, 2019). Lee (2018) was convinced that teachers have significant impact in building students' perception of diverse English variations since they are providers of information and controllers of the whole learning process. Therefore, it was proposed by Ahn (2017) that raising instructors' awareness about English varieties would reduce their existing bias toward local variant as well as improve teaching approach to acknowledge the learners and build confidence in their pronunciation. Nonetheless, the case study concluded that teachers in Japan still preferred American and Britain variants over the local one even though they were aware of other varieties' importance (Suzuki, 2011). In the same vein, the test conducted by Tsang (2019) identified that English accent of teachers make their students more attentive in class, that's why they choose not to change their teaching method.

There is still a large number of published studies that cover current topic, however the main ones were mentioned above. Summing up, the significance of teaching English varieties and perceiving the local variant were justified, and methods of doing it were proposed by previously conducted research.

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CODE-SWITCHING AMONG KAZAKHSTANI STUDENTS STUDYING IN ENGLISH-LANGUAGE UNIVERSITIES

Zeinullina Assemgul

Code-switching is a practice where speakers of multiple languages take turns speaking. It is common in English-learning environments. Higher education in Kazakhstan is undergoing reforms to prepare its students better to help the country compete internationally. Kazakhstan continues to adhere to its trilingual policy, which promotes the growth of English alongside Russian and Kazakh (Aitzhanova, 2020). Thereto, code-switching is an inevitable and essential part of the classroom experience. According to Akynova (n.d.), the education system believes it aids in acquiring a second language. Kazakhstan stands out because of the distinctive social, linguistic, and cultural factors that allow for the inclusion of various dialects within the nation.

The educational system in Kazakhstan recognizes code-switching as an effective method for teaching and learning foreign languages. Students in Kazakhstan have a generally positive outlook on the practice of code-switching as part of the learning process for a second language. When students of both languages lack a term or expression for a certain situation, they sometimes use a code between the languages. Research participants in a study conducted by Seitzhanova (2015) did not report a high level of understanding of the material covered in their English Medium Instruction (EMI) classes; however, most did not exhibit negative attitudes towards the courses, likely due to the instructors' efforts to alleviate students' fears and concerns during class. While research into the impact of an English-language curriculum on students' ability to learn course material is still in its infancy, the vast majority of students asked said they felt their English skills had improved as a result of taking English classes. In a study by Seitzhanova et al. (2015), participants' positive attitudes toward EMI were reflected in their assessments of English's significance as a career-advancing lingua franca and its influence on both content and language learning. All of the interviewees used code-switching and translanguaging to either better understand the material or make up for the lack of vocabulary, supporting the idea that EMI classes are not taught exclusively in English (Seitzhanova et al., 2015; Baltabayev, 2020). Furthermore, the results demonstrated that EMI hinders content acquisition but aids in developing linguistic competence in English.

ATTITUDES OF STUDENTS

Akynova's (n.d.) research took a sociolinguistic look at the phenomenon of code-switching between Kazakh and

English. The study found that explaining challenging grammatical points in Kazakh aided learning at an advanced English level. The study also found that students learned new vocabulary and concepts more quickly when taught in both languages. In a study conducted by Seidin et al. (n.d.), respondents had mixed reactions to code-switching. Some perceive code-switching as a negative behavior linked to poor levels of linguistic competence. The study also found that participants feel that students ought to be permitted to use their chosen dialects to deliver their thoughts. They reason that code-switching could improve classroom dynamics by fostering discussions, fostering relationships, and overcoming obstacles.

A study by Aitzhanova (2020) found that the Kazakh government's goal of making the country more linguistically diverse and economically competitive shapes the country's language-in-education strategy. According to Aitzhanova (2020), the legacy of the Soviet Union, the ongoing language revitalization movement, and the globalization processes, in addition to higher education internationalization, inform the «Trilingual education policy» in Kazakhstan. Second, the EMI students saw these events as helpful educational tools. Students reported using their home languages in tandem with English for various purposes, including but not limited to meaning-making, successful peer dialogues, classroom communication, and subject matter knowledge. According to the data, students also believe that multilingual practices make it harder for them to understand science in English. Third, most students held negative views of bilingualism and other multilingual activities (Aitzhanova, 2020). Participants' linguistic beliefs may have explained their attitudes. Monoglossic ideas of mother tongue ideologies, language separation, and language purity influenced students' attitudes toward multilingual practices in EMI STEM.

The findings of a study by Ospanova (2017) to shed light on how Kazakh pupils feel about and interact with code-switching in the English-medium instruction program showed that students' impressions of code-switching within the classroom environment were negative, which hampered their efforts to improve their English skills. According to Ospanova (2017), these views are linked to the fact that the educational advantages of code-switching are not widely known. The professors of the Kazakh group, unlike those of the Russian group, forbid code-switching because of this lack of knowledge. Consequently, it is also crucial to discuss with educators the merits of code-switching in the classroom. Introducing English-medium education into Kazakhstan institutions would be aided when professors get an appreciation for the value of code-switching (Ospanova, 2017).

In a study by Dykhanova (2015), most pupils also felt negative about teachers' use of code-switching. About 50% believed that using many languages helped them become more fluent in English. In addition, many students needed help saying whether code-switching facilitated learning or which language they preferred to use while interacting with instructors.

Therefore, native Kazak speakers are more likely to switch to Russian than bilingual native speakers. According to Dykhanova (2015), code-switching is more popular among men than women. Code-switching is more popular among pupils in the lower years of school than those in the upper years.

CHALLENGES

Moreover, there are different kinds of challenges that students encounter when studying in English. For instance, in Tajik et al. (2022) findings, there are two main obstacles that grad students experienced while trying to read and write academically: one is psychological, while the other is social. According to Tajik et al. (2022), the first obstacle is posed by the diversity of student's educational experiences, perspectives, and origins. The second obstacle involves students' perspectives, ideas, and beliefs concerning the importance of English use in education and its use as a language itself. Graduate students were impacted by a deficit in terminology, insufficient academic literacy abilities, a lack of knowledge of scholarly writing in English, and an inability to synthesize text. Tajik et al. (2022) looked at many translingual activities where grammatical fusion permits switching between languages for different purposes. The study found primarily Russian stem+Kazakh affix combinations, English stem+Kazakh affix combinations, and Kazakh stem+Russian affix combinations. The study demonstrated how English and Russian, as languages of familiarity and prestige, may be used to create meaning. Also, it described the existing linguistic climate, expanding knowledge of multilingual practices in a strategically important part of Kazakhstan's economy.

SUMMARY

A substantial amount of studies has grown over the past decade analyzing the development of second languages and bilingualism in educational settings. In particular, studies examining the impact of the first language on second language learning have represented a significant departure from previous studies regarding the methodology used to collect and analyze information and the linguistic interpretation affixed to the function of the first language in the acquisition of the second language. The significance of the first language in acquiring and utilizing language two has been debated, particularly in pedagogical settings, notwithstanding its troubled past and major revisions to understanding the cross-linguistic effect and transferring from the first language. Instructors of second languages often believe that their students should not use their first language in class and should be treated with extreme suspicion if they do. Nonetheless, it is common for students, particularly those younger at the beginning of their educational careers, to switch gears between sentences while in class.

Using the first language in a phrase based on the second language typically demonstrates important functions in the educational process upon deeper inspection of the interactions at hand. A fast dismissal of switching as a basic sign of inexperience in conversation may be premature. Sociolinguistic approaches to language are also an avenue for study. According to Moore (2002), the method has significantly advanced in studying bilingualism and multilingual communication. Studies on multiple languages communication in educational settings have their roots in analyzing speaking style and multilingual behavior regarding its social functions among distinct bilingual speech communities.

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НАСКОЛЬКО ВЫ СОГЛАСНЫ ИЛИ НЕ СОГЛАСНЫ СО СЛЕДУЮЩИМ УТВЕРЖДЕНИЕМ: ВНЕДРЕНИЕ В ЖИЗНЬ СТРАТЕГИЙ ДИДЖИТАЛ-ДЕТОКСА СПОСОБСТВУЕТ СНИЖЕНИЮ ТРЕВОЖНОСТИ НА ПОЧВЕ FOMO И ПОМОГАЕТ ОВЛАДЕТЬ ТЕХНИКАМИ “ЦИФРОВОГО БЛАГОПОЛУЧИЯ”

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Темп развития информационно-коммуникационных технологий с каждым годом растет в геометрической прогрессии. Определяют множество новых терминов, понятий и тревожных состояний, связанных с увеличением новых форм взаимодействия людей. Примером одного психического тревожного состояния является “Боязнь пропустить интересное”. Рассматривая, через призму теории детерминации-боязнь пропустить интересное является защитным состоянием психики, вызванным долгосрочным чувством неудовлетворённости социальной жизнью [1]. Исследование Юго-Западного государственного университета [2] дает нам понять, что проблема тревожности на почве БПИ крайне актуальна. Таким образом, возникает закономерный вопрос: как с этим бороться?

Одним из последствий тревожного состояния БПИ стало введение термина “цифровой детокс”. Принято считать, что цифровой детокс-это ограниченный по времени отказ от гаджетов, направленный на снижение стресса и тревожности, а также на фокус в реальном мире. Данная практика становится все более и более востребованной. Открываются заведения, в которых ограничивают, или же вовсе лишают возможности пользоваться цифровыми устройствами. Отмечается, что у людей, после внедрения в жизнь практик цифрового-детокса снижается уровень тревожности и стресса. А также у людей наблюдается повышенная концентрация внимания, улучшенное эмоциональное состояние. Мы видим определенную корреляцию между применением стратегий цифрового-детокса и снижением уровня тревожности на почве БПИ.

Я на своем опыте невольно оказался в похожей ситуации. Около года назад мой смартфон оказался в неисправном состоянии, и я вынужден был отнести его в сервисный центр. Гаджет обслуживался на протяжении нескольких дней, а я вопреки желанию воспользоваться мобильным устройством был ограничен в этой возможности. Безусловно, в первый день я испытывал непреодолимое желание проверить социальные сети и пользоваться благами современного интернета. Меня преследовало тревожно-навязчивое состояние, будто я упускаю что-то крайне значимое. Однако в последующие дни я пережил крайне умиротворенное состояние. Темп жизни сбавлял обороты, и я почувствовал больший контроль в жизни. Также нельзя не отметить благоприятные изменения эмоционального фона. Данная ситуация натолкнула меня на мысли о необходимости интеграции практик цифрового-детокса в свою жизнь.

Итак, несмотря на потенциал новых информационно-коммуникационных технологий нужно поддерживать контроль в их использовании. Это благоволит оптимальному времяпрепровождению, а также способствует овладению техниками цифрового благополучия [3] (И. С. Реворьерич. 2021, С. 252) Если вы испытываете тревожные состояния, то необходимо обратиться к специалисту. Однако, внедрение в свою жизнь стратегий цифрового-детокса позволит вам снизить уровень тревожности и стресса.

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DOING PROFESSIONAL SPORTS AT A YOUNG AGE NEGATIVELY INFLUENCES CHILDREN’S MENTAL HEALTH: DO YOU AGREE OR DISAGREE?

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There is a widespread opinion that doing sports is significant as it positively affects one’s state of health. Therefore, from a very young age, all people are being told to monitor their physical well-being and try to keep fit. Some parents even engage their children in professional sports. They claim that it is advantageous both for the kids’ health and temper; however, I think that participating in professional sports from early childhood can lead to mental health problems because of high pressure, large load, and toxic competition.

Intense pressure in high-performance sports adversely affects immature minds. Parents who want their children to be the best and coaches who want to train future winners set high expectations, which frequently causes stress and anxiety for young athletes. Consequently, they try hard to show excellent results and often give in to perfectionism, chasing their respected adults’ approval. For example, Jensen, Ivarsson, Fallby, Dankers, and Elbe’s (2018) study proving that the rates of perfectionism are higher for junior football players in comparison with older ones perfectly demonstrates that children are more susceptible (p. 152). Therefore, outer pressure is harmful for young athletes.

Professional sports’ heavy load also unfavourably influences children. Since those who do sports on a professional level typically strive for victory, it is common to have an extremely busy schedule even for junior athletes. They have long everyday workouts and, hence, little or even no time for other stuff. Brenner, LaBotz, Sugimoto, and Stracciolini (2019) examined how doing sports as a career influences psychology and found out that young athletes poorly socialise, miss a lot of educational opportunities, get an inadequate amount of sleep, and spend less time with relatives (as cited in Walten et al., 2021, p. 123). The situation worsens on the days before a competition. Such conditions often lead to emotional burnout, which as Raedeke (1997) says “can be characterised by physical and emotional exhaustion, reduced sense of accomplishment, and sport devaluation” (as cited in Walten et al., 2021, p. 123). Thus, the load in high-performance sports is too big and adverse for kid athletes.

Another common thing in professional sports that negatively impacts youth athletes’ mental state is toxic competition. Everyone wants victory and recognition, so tense relationships between athletes are frequent. Sometimes, Sometimes, it turns into an unhealthy rivalry. The tension, unfriendly environment, and endless comparison with more successful others lower self-esteem and confidence. Hence, toxic competition enhances children's susceptibility to mental disorders.

However, there is a large number of people who claim that professional sports, on the contrary, is beneficial for children. From this point of view, high-performance sports athletics teach juniors discipline, perseverance, and the importance of hard work, which is good for temper. Nonetheless, professional sports remain a severe field. According to Xanthopoulos, Benton, Lewis, Case, and Master (2020), several factors in sports crucially affect mental stability: "lack of playing time, physical injury, overtraining, hazing, and sleep deprivation" (as cited in Vyas et al., 2023, p. 3). Thus, though professional sports demands may be good for developing a strong temper, the methods are too harsh for an immature psyche.

In summary, the atmosphere of professional sports is harmful to children's mental state. The possibility of them acquiring perfectionism, not being able to balance social life and specialisation, and having low self-esteem is very high due to the pressure, load, and toxicity of the field. Therefore, it is time to reconsider this harsh system and soften its laws. The mental stability of a part of the future generation depends on it.

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PRODUCING GMO HAVE MORE BENEFITS THAN HARMS. DO YOU AGREE? GIVE REASONS AND EXAMPLES TO SUPPORT YOUR VIEW.

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Would you buy a juicy and fresh-looking mango with a sticker on it, where it's written «Genetically Modified Organism»? You are more likely to put it back on a shelf than putting it in your shopping cart after seeing the sticker. It is an undeniable fact that most part of society tries to avoid GMO products. First of all, we need to clarify what GMO even means. Genetically modified organism refers to any organism whose genetic material has been altered in a not natural way. It may sound dangerous, but it benefits the whole humanity and the environment by being less sensitive to insects and soil quality; having a high concentration of nutrients and medical applications, and lastly, by reducing the greenhouse effect.

One of the potential benefits of genetically modified organisms, particularly in agriculture, is their increased resistance to insects and certain soil conditions. This resistance is achieved through genetic modifications that aim to increase the organism's natural protection from various challenges. Erica Johnson (2020) claims that GM plants with resistance to different kinds of bugs and tough climate conditions were produced. Corn, soybeans, and wheat were genetically modified to be drought resistant and remain with little amount of water. Scientists developing an opportunity to set up options for any kind of plant, including how much water and solid it will need. It means that we will have a possibility to provide food for people who live in dry and challenging environments and reduce hunger all over the world.

It may seem surprising and unreal to some people, but genetically modified food has increased nutritional value. The way how it can be possible is pretty similar to the case I have described in the first paragraph. Scientists can modify genetic materials to improve their nutritional content. Moseley (2017) called nutritional value as one of the main roles of GM seeds. For example, we can say about the first successfully genetically modified experiment in agriculture-golden rice. It is the sort of rice that has a high concentration of beta-carotene and can deal with the lack of A vitamin. Golden rice is supposed to improve the quality of food in many third world countries and cure illnesses. Biotechnologists are also exploring new medical methods using genetic engineering. The COVID-19 pandemic which popped put in 2020 was defeated by genetically modified vaccines. Phillips, T. (2008) wrote that «The concept of an oral vaccine expressed in plants (fruits and vegetables) for direct consumption by individuals is being examined as a possible solution to the spread of disease in underdeveloped countries, one that would greatly reduce the costs associated with conducting large-scale vaccination campaigns». (Potential GMO Applications). Considering these facts, genetic modification is becoming the main tool in modern medicine and food production.

For decades people were polluting The Earth. It is hard to realize that even traditional ways of farming organic and natural crops have an enormous negative impact on our environment, by releasing carbon opportunity costs which lead to greenhouse effect and climate change. Due to Ritchie (2020) food production takes 26% of the whole global greenhouse gas. We can minimize these numbers by using genetically modified crops. Eva Kovak (2022) claims that Europe can reduce its greenhouse gas emissions by 7.5% if it will start using genetically modified crops. This statement proves that GMOs can be a solution for global and complicated problems, such as climate change.

In conclusion, GMO surely has more advantages for the world and a great potential to solve global problems, which disturbs our society the most. Starting from providing food, inventing new medical methods, and ending with slowing climate change. Genetically Modified Organisms are one of the greatest and in some terms, magical gift that humanity gave himself.

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COMPARISON OF OLD AND LATE MODERN ENGLISH GRAMMAR

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Abstract: The present study examines the differences and similarities of Old and Late Modern English grammar by comparing linguistic forms of these timeframes. Two books that reflect Old and Late Modern English periods and have never been compared before will serve as the basis for the analysis: “The Ecclesiastical History of the English People” by Bede the Venerable (731) and “Pride and Prejudice” by Jane Austin (1813). The practical section of this study is structured into four distinct parts that focus on different word classess: nouns, adjectives, verbs, and personal pronouns. According to the classification, several tables were created employing all 164 linguistic units obtained from written texts of Old and Late Modern English to show the grammatical differences between the two periods.

INTRODUCTION

Over the different timeframes, the English language has undergone considerable grammar changes that have influenced modern language usage and communication. The change from Old English to Late Modern English is one example of this. Questions of grammatical differences between these periods have been considered by many linguists and researchers, such as Baugh and Cable (1993), Smith (2009), Godden and Lapidge (2013), and van Ostade (2009). The goal of this research is to compare grammatical changes that have occurred between Old and Late Modern English and examine the features that have occurred. The novelty of our research is expressed in the emphasis on a specific aspect - grammar. In addition, our analysis will be based on two books representing early and late modern English that have not previously been compared: The Ecclesiastical History of the English People by Bede the Venerable (731) and Pride and Prejudice by Jane Austin (1813). Although studies on the general changes in language have been conducted, our research will focus on the grammar depicted in these two works and provide more specific findings. We will use a variety of ways to accomplish our study objectives. First and foremost, a literature review will be conducted to collect existing information about grammar in Old and Late Modern English. After that, we will analyze grammar from authentic texts of both timeframes by comparing and contrasting features of parts of speech, namely nouns, adjectives, verbs, and pronouns. Consequently, the presentation of our findings will be shown by statistical analysis. The relevance of this research is in the practical importance for humanities students in terms of such disciplines as linguistics, literature, grammar awareness, philology, and history of the English language. By understanding the transformation of English grammar, students can better comprehend the features of Old English and Late Modern English grammar and utilize them in their analyses of literary works during studies.

LITERATURE REVIEW

Since the goal of this paper is to compare the grammar of Old and Late Modern English, the first step is to analyze the sources concerning this theme. The oldest spoken and written form of the English language is Old English. It was used by Germanic inhabitants of Britain, starting in 449 AD, when they first settled there, up to approximately 1150 AD (Baugh & Cable, 1993). Old English is also known as Anglo-Saxons after the population who spoke it, though modern academics rarely use this expression (Smith, 2009). As demonstrated in Baugh and Cable's (1993) book, three historical events that left a significant mark on the history of Old English: the Roman Conquest, the invasion of Germanic tribes, and the Scandinavian invasion. However, the greatest influence on English grammar came from the Scandinavians. They were the first who started to simplify the English language, influencing the grammatical structure of Old English (Baugh & Cable, 1993).

Baugh and Cable (1993) state that Old English differs primarily from today's in its grammar. Moreover, Old English is sometimes referred to as the time of full inflections, "because during most of this period, the endings of the noun, the adjective, and the verb are preserved more or less unimpaired" (p. 45). Authors also state that Old English is a synthetic language, a language where grammatical forms are created by modifying the word itself using inflexional endings. Grammarians of Old English mostly observe such parts of speech as nouns, adjectives, and verbs.

Case, number, and gender are the grammatical attributes that determine the noun formation of Old English. Every noun belonged to one of the three permanent genders (feminine, masculine, and neutral), regardless of whether it meant a living thing or non-living (Godden & Lapidge, 2013). They typically had a masculine or feminine gender depending on what they signify, although "even here we have exceptions like wīf 'woman, wife', or mægden 'girl, young woman', which are neuter" (p. 27). The synthetic character of Old English indicates the far more elaborate noun inflection than Late Modern English, thus, nouns had 4 cases: nominative, genitive, dative, and accusative (Baugh & Cable, 1993). In addition, there was a vowel declension and a consonant declension, or the strong and weak declensions, according to whether the word stem ended in one of four vowels in Germanic: "a, ō, i, u", or a consonant (p. 50).

According to Smith (2009), adjectives in Old English share such morphological aspects with nouns as four cases, two numbers and three numbers. But adjectival inflections distinguished changeable genders because they depended on nouns. Old English adjectives had two declension types: "weak adjectives appear after determiners; strong adjectives appear elsewhere" (p. 105).

Baugh and Cable (1993) in their book state that a peculiar feature of English in its earliest stage is the classification of verbs into two major groups: the weak and the strong. In modern English, it is referred to as regular and irregular verbs, respectively. For example, such strong verbs as drink, drank, drunk can indicate the tense modification by a change of the root vowel. In the weak verbs, namely cook, cooked, cooked this modification is accomplished by the addition of inflections (Baugh & Cable, 1993). Furthermore, these grammarians state that Old English marked only two verb tenses by inflection: simple present and simple past. Past tense in Old English is formed "by adding -ede, -ode, or -de" to the infinitive (p. 55).

Furthermore, Smith (2009) indicates that Old English verbs have three moods such as indicative, subjunctive and imperative. The imperative verbs had 2 two forms for singular and plural numbers.

Old English, in addition to its usual two numbers, namely singular and plural, has "a set of forms for two people or two things—the dual number." (Baugh & Cable, 1993, p. 53). This feature can be seen in the use of personal pronouns in Old English: wit (we two).

Moreover, these authors claim that pronouns had an inflection system for three persons and three genders as well.

The 19th century is usually regarded as the beginning of Late Modern English (van Ostade, 2009). In its grammar, Late Modern English has changed in various aspects. According to Baugh and Cable (1993), one of the grammatical advances of English is a gradual change from a 'synthetic' to an 'analytic' language. Analytical languages employ grammatical forms not by adding endings, but using different methods: "fixed word-order, and elements like prepositions (for case-endings), adverbs (for the comparison of adjectives), auxiliary verbs (for moods and tenses of verbs), personal pronouns (instead of verbal inflection)" (p. 313).

It is important to consider in detail the differences between these two English periods. Thus, using the aforementioned sources, we move to the next stage, namely the comparative analysis of grammar.

METHODOLOGY

The analysis of Old and Late Modern English grammatical units is conducted on the literature research of two books published over the period of Old and Late Modern English: "The Ecclesiastical History of the English People" by Bede the Venerable (731) and "Pride and Prejudice" by Jane Austen (1813), respectively.

Primarily, several excerpts of the first and the second works were examined, from which we found different grammatical forms associated with the English grammar of the Old and Late Modern periods. The selection was carried out using the continuous sampling method. More than a hundred linguistic units, taken from the works of Bede the Venerable and Jane Austen, were analyzed. We then classified the found examples by their parts of speech and grammatical characteristics for ease of analysis. Hence, we carried out a grammar analysis of each part of speech from "The Ecclesiastical History of the English People" and "Pride and Prejudice". The practical part, thus, is divided into four sections in conformity with certain word classes: the noun, the adjective, the verb, and the personal pronoun. Finally, we found differences and similarities in the grammatical structure of these parts of speech during Old and Late Modern English. According to this classification, we created tables consisting of all linguistic units taken from books of Old and Late Modern English to show the grammatical differences between the two periods.

FINDINGS

Analysis of the Old English and Late Modern English grammar shows features of parts of speech. We first took 23 nouns in "The Ecclesiastical History of the English People", where 6 of them were indicated in the strong declension. For example, in "mid cyninges fultome" (with the King's help), "fultome" is in the nominative, and "cyninges" is in the genitive case. In "…geseah he anre stowe" (he saw one place), a strong noun "stowe" is in the accusative case. The following table of the declension system of the strong noun "cyning" in Bede's book can represent the endings of the strong nouns in 4 case forms.

Case	Noun	Example
Nominative	cyning	VII. Ðæt Ceadwala Westseaxna cyning to gefulliane com to Rome: swa eft his æfterfyligend Ine ðа ylcan þærscwaldas þara eadigra apostola estful gesohte.
Dative	cyninge	ilcan cyninge of his biscopseðle. Þa gewat he to Wulfhere Mercna cyninge; ond mid feó gebohte æt him þæt biscopseðl æt Lunden-
Genitive	cyninges	in Briige þam mynstre. Þæs ilcan cyninges seo yldre dohtor Sæburg wæs Erconberhtes wiif Contwara cyninges; hæfde heo
Accusative	cyning	IIII. Ðæt Lucius Brytta cyning sende gewritu to Eleutherio þam papam, bæd hine cristenne beon, and eac abæd.

Table 1
The declension system of the strong noun “cyning”

As for weak declension, only 3 weak nouns were found in Bede’s work. Weak nouns in the nominative case had an inflection “a” for singular masculine nouns:

healdan moste mid þy biscope, þone þe hi hyre to fultome þæs geleafan sealdon, þæs nama wæs Leodheard.
Ða wæs æfter mónegum dagum, þæt se cyning com to þam

practice of the christian faith and of her religion, along with the bishop assigned to her for her support in the faith, whose name was Leodheard. Then after several days the king came to the island,

Accusative case had an inflection “an” in the weak declension of singular masculine nouns:

28 LIBER PRIMUS.

Ledenwara: þæt an is, þæt Leden, on smeaunge gewrita eallum þam oðrum gemæne.
On fruman ærest wæron þysses ealondes bigengan Bryttas ane, fram þam hit naman onfeng. Is þæt sæd, ðæt hi comon fram

I. 1. 29

common to all the others, in the study of the Scriptures. At the very first the Britons were the sole inhabitants of this island, which received its name from them. They, it is said, came into Britain

Genitive case had an “an” ending in the weak declension of singular neuter nouns:

ne bið hrinen mid þy storme þæs wintres; ac þæt bið an eagan bryhtm 7 þæt læsste fæc, ac he sona of wintra on þone winter eft cymeð. Swa þonne þis monna lif to medmiclum fæce ætyweð;

long as he is inside, he is not pelted with winter's storm; but that is the twinkling of an eye and a moment of time, and at once he passes back from winter into winter. So then this life of man

In the excerpt of “Pride and Prejudice”, representing Late Modern English we analysed 27 nouns. They do not have declension endings; in other words, Late Modern English nouns are not inflected. 3 cases are present in Late Modern English grammar: common, objective and genitive. The latter is formed by adding the apostrophe “s” after the noun (mother’s words), or by adding the preposition “of” before the noun (part of beauty). In the passage, we found a sentence with both two structures of the genitive case:

Mr. Denny and Mr. Wickham walked with the young ladies to the door of Mr. Phillip's house, and then made their

We found 5 examples of the use of genitive case in the “Pride and Prejudice” novel for singular and plural nouns.

Type:	Examples of genitive case:
Singular nouns	talking together very agreeably, when the sound of horses Mr. Collins's return into Hertfordshire was no longer a matter of pleasure to Mrs. Bennet. On the contrary, she was as Mr. Wickham had accepted their uncle's invitation, down the street. On distinguishing the ladies of the group, the
Plural nouns	unavailing. She could think of nothing else; and yet whether Bingley's regard had really died away, or were suppressed by his friends' interference; whether he had been aware of Jane's

Table 2
Genitive case in the “Pride and Prejudice” novel

In Old English text, 3 times more masculine nouns were found than feminine nouns, namely 9 masculine words (apostol, beam, cyning, ende, freond, mann, nama, stan, sunu) and 3 feminine words (boc, cwen, gyfu). Moreover, out of 23 nouns in the Bede’s work, there we found 4 neutral gender nouns such as wif, word, bearn, aegan:

hlæfdian forðfore þa geta on life hæfd wæs.
XI. Ðæt æt þam lictune ðæs mynstres an blind wif hire wæs gebiddende; 7 forðam onfeng þam beorhte hire eagena.

XI. That a blind woman was praying in the burial-ground of this monastery, and thereby recovered her sight.

lærdon. Þa ondswarede se cyning 7 þus cwæð: Fæger word þis syndon 7 gehat þe ge brohtan 7 us secgað. Ac forðon heo neowe

to him and all his companions who were present the word of life. Then answered the king, and said: ‘These are fair words and

þæt ácennde bearn from meolcum awened sy. Ac unriht gewuna wel hwær is arisen betweoh gesinhiwum, þætte wiif forhycgað heora bearn fédan, þa ðe heo cennað, 7 heo oðrum wiifum to fedenne sellað. Þæt is þonne gesegen gemeted fore intingan

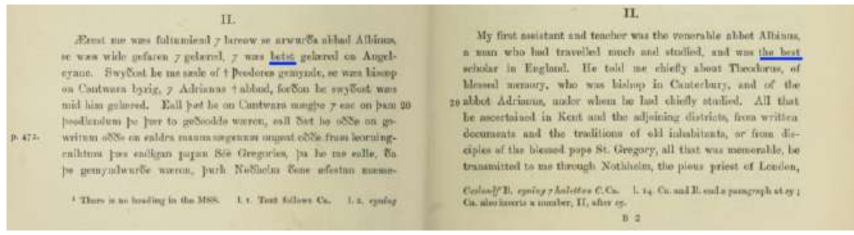
A husband shall not enter his wife's bed, before the babe is weaned from the breast. A culpable habit indeed has arisen in places between the married pair, that the woman neglects to feed her child, that she has borne, and hands it over to others to feed. Now

ne bið hrinen mid þy storme þæs wintres; ac þæt bið an eagan bryhtm 7 þæt læsste fæc, ac he sona of wintra on þone winter eft cymeð. Swa þonne þis monna lif to medmiclum fæce ætyweð;

long as he is inside, he is not pelted with winter's storm; but that is the twinkling of an eye and a moment of time, and at once he passes back from winter into winter. So then this life of man

In the “Pride and Prejudice” novel, there were found 7 combinations of nouns in their masculine and feminine genders: father-mother, gentlemen-lady, husband-wife, lord-lady, patron-patroness, son-daughter, uncle-aunt. By the time of Late Modern English neutral gender nouns no longer formed a separate category in English grammar.

In the second stage of our analysis, we will look at adjectives of Old English and Late Modern English. First of all, we found 13 adjectives in “The Ecclesiastical History of the English People” and 4 adjectives in the “Pride and Prejudice” books. The presence of the definite article or possessive pronoun before the adjective indicates adjectives which is shown in Bede’s work in the amount of 4: “Þone söþan God” (the true God), “his ecre hælo” (his eternal salvation), “ðam halgan fæder” (the holy father). Strong declension, on the contrary, was used without any definite articles or pronouns: “mycel eorþwæstm” (an abundant harvest). In the treatise representing Old English, we found 5 adjectives in strong declension. Moreover, we found no adjective declension constructions in Jane Austen's novel since there are no more adjective declension types in Late Modern English. As for degrees of comparison of adjectives, we found one adjective each in Old English and Late Modern English. It is interesting to note that the Old English version of Bede's book did not use the definite article «the» before the superlative form of the adjective, as modern grammar does:


II.

My first assistant and teacher was the venerable abbot Albinus, a man who had travelled much and studied, and was the best scholar in England. He told me chiefly about Theodorus, of blessed memory, who was bishop in Canterbury, and of the abbot Adrianus, under whom he had chiefly studied. All that he ascertained in Kent and the adjoining districts, from written documents and the traditions of old inhabitants, or from disciples of the blessed pope St. Gregory, all that was memorable, he transmitted to me through Nothhelm, the pious priest of London,

In comparison, Jane Austen used the definite article in this situation:

"There is, I believe, in every disposition a tendency to some particular evil--a natural defect, which not even the best education can overcome."

A comparison structure was presented in Old English, similar to the Late Modern English - a comparative adjective followed by "þonne": hīerra þonne (higher than).

Table 3
A comparison structure of adjectives in Old English

Degrees of comparison of adjectives:	Old English:	Late Modern English:
Positive form	hēah	high
Comparative form	hīerra	higher
Superlative form	hīehst	highest

Analysis of the Old English book provides a fact that verbs of that time can be divided into two groups: weak verbs and strong verbs. In Bede's book, we found 9 weak verbs, for instance, Ic hæbbu (I have) and ondswarode (answered). Out of 24 Old English verbs we found 8 weak verbs in the past form, the inflections of which are "ede", "ode", or "de". For example, sende, geendode, sæd, hævde. The late modern form of these verbs, which then became irregular, can be found in Jane Austen's work: sent, ended, said, had. Another feature of weak verbs in the Old English period is their past participle form that was found in our analysis in the amount of 7: gelæred, gehæled, geleord, gemæred, gecyþed. They can be distinguished by their prefix "ge" and suffixes "ed", "od", or "d". Moreover, out of a total number of Old English verbs, 8 of them are strong verbs, for example, helpan (help) and sprecan (speak) in their present (spræc) and past (spræcon) forms. Nowadays, endings for regular past tense verbs are "ed" (fixed, returned, designed), or "d" (lived, stared, liked, arrived). Compared to Late Modern English, Old English had a far simpler expression of tense. Thus, in "Pride and Prejudice" the structures of 8 tenses of modern grammar are found (consider, am thinking, have not seen, complained, were speaking, had reached, had been encouraging, will not meet), except for the present perfect progressive, future progressive, future perfect, future perfect progressive forms.

Tenses:	Examples:
Present Simple	probably be off in five minutes. At present, however, I consider myself as quite fixed here."
Present Progressive	so tiresome! You must know that I am thinking of his marrying one of them."
Present Perfect	Wickham; "I have not seen her for many years, but I very well remember that I never liked her, and that her manners were dictatorial and insolent. She has the reputation of being
Past Simple	soon as Mr. Bennet were dead. She complained bitterly of all this to her husband.
Past Progressive	"I do not think we were speaking at all. Sir William could
Past Perfect	admiring Mrs. Phillips's manners and politeness. He protested that, except Lady Catherine and her daughter, he had never seen a more elegant woman; for she had not only received
Past Perfect Progressive	he had either been deceived with regard to her fortune, or had been gratifying his vanity by encouraging the preference which she believed she had most incautiously shown. Every "Certainly. But the misfortune of speaking with bitterness is a most natural consequence of the prejudices I had been encouraging. There is one point on which I want your advice.
Future simple	"So much the better. I hope they will not meet at all. But

Table 4
Verb tenses in "Pride and Prejudice" novel

Hence, in total there were analysed 24 Old English verbs and 23 Late Modern English verbs.

Furthermore, we found 28 pronouns in Bede's treatise and 22 pronouns in Austin's work. 3 personal pronouns were found in Old English in dual numbers. Its form in the nominative case is wit (we two), in the dative case and accusative case - unc.

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Herebryht, þætte þu nu mec frigne 7 to me spræce, swah wæt swa ðu wille 7 ðearfe hæbbe. Forðon ðe æfter þon ðe wit nu betwih unc nu togangne beoð, ne geseo wit unc ofer ðæt in ðisse weorulde lichomlicum eagum. Forðon ic cuðlice wát, þæt seo tíd minre to-

fyran lond. Þa geseah ic sæmninga beforan unc onginnan ðeostrian ða stowe 7 miclum þeostrum all gefylled. Mid ðy wit ða in

Also, we found other 6 pronouns in Bede's work in both their singular and plural forms: Ic (I), me (I), þu (you), heo (she), hire (her), hit (it).

Smith, p. 471. Ic Beda Cristes þeow and mæssepreost sende gretan ðone leofastan cyning Ceolwulf. 7 ic ðe sende þæt spell, þæt ic niwan awrat be Angelþeode 7 Seaxum, ðe sylfum to rædanne 7 on emtan to smeageanne, 7 eac on ma stowa to writanne 7 to læranne; 7 ic

biscopa þeawum bewerge. Ne meaht þu deman Gallia biscopas buton heora agenre aldorlicnesse, ac þu hy á scealt liðelice monigan 7 him æteawan þinra godra weorca onhyrenesse. Alle Bretta

XVI. Ðæt Eastseaxan þone rihtan Godes geleafan, ðone hi gefyrn awurpon, under Sibrihte heora cyninge, mid geornfulnysse Oswies ðæs cyninges, 7 Cedde him bodiendum, eft onfengon.

XVI. That the East Saxons returned to the true faith of God, which they had formerly rejected, under their king Sigberht, through the zeal of king Oswio and the preaching of Cedd.

þæt 7 onscunaþ. Forþon hit is gód godne to herianne 7 yfelne to leanne, þæt se geðeo se þe hit gehyre. Gif se oðer nolde, hu wurð

wæron. Ond heo ealle þa eaðmodlice hire gebeodo bæd, 7 him cyðde 7 sægde, þæt heo geleornade on onwrignesse, þæt hire endedæg 7 hire forðfore wære swiðe neah. Sægde heo him, þæt seo

II.

Ærest me wæs fultumiend 7 lareow se arwurða abbad Albinus, se wæs wide gefaren 7 gelæred, 7 wæs betst gelæred on Angelcynne. Swyðost he me sæde of † Þeodores gemynde, se wæs biscop on Cantwara byrig, 7 Adrianus † abbud, forðon he swyðost wæs mid him gelæred. Eall þæt he on Cantwara mægþe 7 eac on þam þeodlandum þe þær to geðeodde wæron, eall ðæt he oððe on ge-
p. 472. writum oððe on ealdra manna sægenum ongeat oððe fram leorningcnihtum þæs eadigan papan Scē Gregories, þa he me ealle, ða þe gemyndwurðe wæron, þurh Noðhelm ðone æfestan mæsse-

It is interesting to add that the form of the genitive and dative cases of pronouns "he" and "it" was the same in Old English, according to Bede's work: his and him, respectively.

VII. Scē Albanus þrowung 7 his geferena, þe on ða ilcan tid for Drihtne heora blod aguton.

christians.

VII. The passion of St. Alban and his companions, who shed their blood for the Lord at the same time.

XXX. Ðætte Agustinus þæt mynster þara apostola Petrus 7 Paulus getimbrade; 7 be his þam ærestan abbude Petro.

XXXI. Ðætte Æðelfrið Norðanhymbra cyning Scotta þeode mid gefeohte ofercom, 7 hi of Angelðeode gemærum adrof.

XXIX. That Augustine restored and built a church of Christ with the help of king Æthelberht.

XXX. That Augustine built the monastery of the apostles Peter and Paul, and about its first abbot Peter.

4 pronouns in Old English were written in Bede's work the same as in Austin's novel of Late Modern English period: we, him, his, us.

ðe Læstinga ea is nemned. Þa þing þe on Eastenglum gewordene wæron, sume we þa of ealdra manna gewritum oððe sægene metton, sume we mid Isses gesægene þæs arwurþan abbudes geleornedon. 7 þæt on Lindese geworden wæs ymbe Cristes geleafan, þurh gesegene ðæs arwurðan biscopes Cynebyrhtes 7 þurh his ærendgewritu 7 oðra lifigendra swiðe getreowra we geleornodon. 7 eac þæt we on Norðanhymbrum geacsedon ymbe

III. Ðæt se æftera Romwara casere, Claudius haten, þæt ylce ealond gesohte; 7 Orcadas þa ealand geþeodde to Romwara cynedome; ge eac Uespassianus fram him sended wæs, 7 he Wihte ealond þam Romaniscan kynedome underðeodde.

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ongeat þone intingan heora cymes, cwæð he: Hwæt ic wat, gif heo wið us to heora Gode cleopigað, þeah þe heo wępen ne beran, þæt heo wið us feohtað, forðon heo us mid heora wiðerwordum onbenum 7 wyrgnessum ehtað. Heht þa sona ærest on heo cerran 7 slean.

The declension of personal pronouns in "The Ecclesiastical History of the English People" of Old English is given in the table 5.

Table 5
The declension of personal pronouns in "The Ecclesiastical History of the English People"

Pronoun type	Nominative c.:	Genitive c.:	Dative c.:	Accusative c.:
1st Person Singular	ic	min	me	me
1st Person Dual	wit	uncer	unc	unc
1st Person Plural	we	ure	us	us
2nd Person Singular	þu	þin	þe	þe
2nd Person Dual	git	incer	inc	inc
2nd Person Plural	ge	eower	eow	eow
3rd Person Singular	he/heo/hit	his/hire/his	him/hire/him	hine/heo/hit
3rd Person Plural	hie	hira	him	hie

The declension of personal pronouns in Late modern English is given in the following table:

Table 6
The declension of personal pronouns in Late modern English

Pronoun type	Nominative c.:	Genitive c.:	Objective c.:
1st Person Singular	I	my	me
2nd Person Singular	you	your	you
3rd Person Singular	he/she/it	his/her/its	him/her/it
1st Person Plural	we	our	us
2nd Person Plural	you	your	you
3rd Person Plural	they	their	them

Consequently, 164 linguistic units, taken from the books of Old English and Modern English, were analyzed in terms of their grammatical importance.

DISCUSSION

Our research results provide insights into the similarities and differences between Old and Late Modern English in terms of grammar. These outcomes support Baugh and Cable's (1993) claim that Old English was a synthetic language, while today's English is analytical. For instance, the use of the genitive case with apostrophe 's was absent in Bede's treatise, which aligns with the analytical nature of modern English. In Jane Austin's book, we found 5 nouns with an apostrophe 's. Old English, contrarily, relied on modifying the word itself to indicate possession through the addition of endings to the noun. In total, we found 23 nouns in Bede's treatise and 27 nouns in Jane Austin's novel. Moreover, during the analysis of Old English adjectives, it became evident that they were inflected just like nouns; as a result, they agreed with the modified noun in case, number, and gender (Hogg, 2012). In the examples of Late Modern adjectives, there are no endings that connect them with nouns, which also confirms the fact that parts of speech have become more independent because of the analytical feature of Late Modern English. In total, we found 13 adjectives in Bede's treatise and 4 adjectives in Jane Austin's novel. Nevertheless, it should be noted that modern verbs can exhibit not only analytical but also synthetical characteristics. For instance, Jane Austin used the verb "have not seen" which includes both a synthetical way of modifying the word itself (seen) and an analytical way of using auxiliary words (have not). Additionally, we observed a decrease in the variations of declined pronouns in Modern English (22) compared to Old English (28). This suggests a simplification of pronoun declension in modern grammar. Overall, our comparative analysis highlights the evolution and simplification of grammar features in Modern English when compared to Old English. Further research can be undertaken to analyse and compare grammatical features of other parts of speech such as adverbs, prepositions, conjunctions, and interjections. This would contribute towards a more comprehensive understanding of the grammar simplification from Old to Modern English.

CONCLUSION

The comparison of grammar in Old English and Late Modern English reveals several essential differences and similarities. According to the literature examination, Old English represented a time when the language had strong Germanic roots and complex structures, while Late Modern English, on the other hand, brought simplifications in grammar (Baugh & Cable, 1993). This statement was affirmed by the results of our comparative analysis. We examined 164 language units using the continuous sampling method. Such parts of speech as nouns, adjectives, verbs, and pronouns were studied from authentic texts of both periods: "The Ecclesiastical History of the English People" by Bede the Venerable (731) and "Pride and Prejudice" by Jane Austen (1813). A more complex inflectional system is a key feature of Old English grammar. It became apparent from the examples of noun, adjective, and pronoun declension. In the Bede's treatise nouns were declined as strong and weak, inflected for 4 cases (nominative, accusative, genitive, and dative) and 2 numbers (singular and plural). Due to this, grammatical relationships were indicated by certain inflectional systems. In contrast, Austin's novel shows that the noun declension system in Late Modern English has largely disappeared, and the case system was simplified into general, objective, and genitive distinctions. In addition, gender differences have disappeared in most cases. Similar to nouns, Old English adjectives were inflected based on case and number using endings. However, in Austin's work, they are no longer declined for gender, case, and number. Through examples from Bede's work, it can be seen that the conjugations of verbs were weak and strong. Moreover, verbs were inflected according to tense, number, and person. On the contrary, Austin's work has far fewer verb inflections compared to Bede's work of Old English. With the emergence of more regular verb forms in Late Modern English and the use of strong and weak verb classes in Old English, the grammatical structure of verbs evolved substantially. For Old English pronouns there was a declension for gender, number, and caseFor a more in-depth study, other parts of speech, namely adverbs, prepositions, conjunctions and interjections, can be analyzed as well. In addition, other aspects of grammar (phonetics, phonology, morphology, syntax, pragmatics) may be covered to provide an extensive view of this topic. The results of this study revealed that since the 19th century, a simplification of the inflectional system has appeared in most grammatical forms, which contributed to the development of analytical language.

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LINGUISTIC PECULIARITIES OF TRADEMARK SLOGANS IN ENGLISH

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Abstract: Nowadays many companies resort to various methods of attracting potential customers, one of them is advertising. The effective component of advertising is the slogan. An advertising slogan basically contains certain linguistic features in order to influence customers. In this research paper, the features of advertising slogans are analyzed, and it is also revealed what impact they have on a potential client. In order to answer this question, 100 units of advertising slogans were analyzed and as a result, features were identified at four linguistic levels: morphological, syntactic, phonetic and lexical. After the analysis, it has already been revealed how the features at each level affect the perception of the advertised product by the buyer. The results show that indeed linguistic features in the composition of slogans are used to have a greater impact on people and their attraction. Also the results of this study can be used not only by marketers to identify the most effective strategies or means of influence, but also by buyers themselves to realize how manipulation of people through slogans works, in particular their consumer behavior.

INTRODUCTION

We live in a consumer society in which the promotion of certain goods and services is of great importance. And in this process of promotion,the main role plays advertising . Nowadays advertising has reached a huge scale of influence on society, especially on consumers' perceptions of goods and consumer purchasing decisions (Report, 2022). In order to achieve high efficiency of advertising, one of its components is a trademark slogan. Advertisements with a successful and memorable slogan stand out from all existing brands and attract customers (Shastri, 2023). The slogan creates the image of the goods and affects how a potential customer perceives the product or brand. To fulfill its functions, the slogan has certain linguistic features. And hence the main purpose of my research is to find out what linguistic peculiarities are used in the trademark slogan and how they affect customers. To achieve the main goal, I set myself the following tasks: collecting all the theoretical necessary information, analyzing advertising slogans and, during the analysis, highlighting their linguistic features and assessing their impact on potential customers and the reason for their use. In the information I analyzed on this topic and also in the previous studies that I found, there was no detailed analysis of a large number of slogans, but just a couple of examples were given. Therefore in my research, I tried to approach this issue in a more detailed way and conduct a large-scale analysis in order to eventually obtain accurate and more reliable information. For a detailed explanation of all of the above in my research, I rely on mixed research methods. That means that I will use both qualitative and quantitative methods in order to have a look at my question from different angles and explore the topic more extensively. Overall my research will contribute to a general understanding of the features of slogans, as well as emphasize and describe how these features can affect a person's subconscious mind, this is especially important in the 21st century.

LITERATURE REVIEW

As it was mentioned earlier, the purpose of this literary review is to identify and investigate the linguistic features of advertising slogans and a detailed overview of this topic.

In the modern world, people sometimes don't even realize how important the role of marketing is. Marketing is what provides humanity with all the information we require, about products and services (Team, n.d.). One of the most relevant components of marketing is advertising. According to Philip Kotler "the father of modern marketing" -"Advertising is any paid form of non-personal presentation of ideas, goods, and services by an identified sponsor." (Jaideep, 2015).

Advertising is a chain between potential consumers and the manufacturer. The purpose of advertising is to promote the product. The accessibility and interest of advertising attracts a potential customer, thus forcing him to buy the offered product (Yadav, 2023). Advertising also includes various elements and one of the most important is the trademark slogan.

The word slogan comes from the Gallic "siaughghairm" which means a "war cry during a battle" (Slogan | Etymology of Slogan by Etymonline, n.d.). In the modern concept, a slogan is like an easy-to-remember phrase in the advertising or promotion of goods ("Slogan," 2023). Aim of the slogan is to persuade the audience to purchase a good or service. Businesses use slogans to help clients recognize their brand (Schmidt, 2021). A slogan condenses all the good things about a business into a single, catchy phrase with creative and informative value. V.Tulupov (Soviet and Russian philologist and Doctor of Philological Sciences) identifies the following main functions of a trademark slogan: an influencing function or a convincing function in order to influence the customer's attitude to the advertised product and an informing function, which consists in conveying the necessary data about the product of advertising (Aleixandre, 2023). In order for the slogan to fulfill its functions and tasks, slogans have their own linguistic features on four linguistic levels (phonetic,morphological,syntactic and lexical) that influence the perception of slogans.

At the phonetic level, there are such stylistic means as, alliteration, rhyme, assonance, consonance, name of the brand in slogan and onomatopoeia. All of these features are effectively used to manipulate the conscience of the potential client through sound perception (Stylistic Features of the Advertising Slogan, n.d.). Using rhyme in a slogan is one of the more attractive and memorable ways for buyers. It is especially advantageous if the rhyme would be connected with the name of the company. An example of the slogan "7-Up" Freshen-up with 7-Up" (7-Up advertising slogan) shows that the company name is remembered faster and easier because it is present in the slogan as a rhyme.Next one stylistic tool is alliteration, according to the Merriam-Webster Dictionary is "the repetition of initial consonants sounds in neighboring words or syllables" ("Alliteration," n.d.). This is what makes the slogan more memorable for the buyer. "Don't dream it. Drive it!"(Jaguar advertising slogan). There are also two more devices on phonetic level and they are assonance and consonance. Assonance is a figure of speech that is characterized by repetition of stressed vowel sounds within words with different end consonants (The Editors of Encyclopaedia Britannica, 1998)."Choco Pie - a sweet delight after every bite!" Consonance otherwise is a figure of speech in which the same consonant sound repeats within a group of words (Consonance - Definition and Examples | LitCharts, n.d.). "Probably the best beer in the world" - Carlsbergs slogan. The last one is onomatopoeia - "the naming of a thing or action by a vocal imitation of the sound associated wit it" ("Onomatopoeia," n.d.). For instance, Rice Krispies - "Snap! Crackle! Pop!"

At the morphological level it is common the frequent usage of certain parts of speech, for instance verbs, nouns or pronouns and adjectives in different degrees of comparison. Adjectives give a characteristic and description of the product. Papa Johns - "Better Ingredients, Better Pizza". Positively rated lexical units are more frequently used in English advertising slogans to highlight the positive aspects of the product, to awaken the customers interest in the product and finally to persuade the target market to purchase it (Ebaid, 2018). The use of verbs also plays an important role to make the sentence or phrase more dynamic. Moreover, verbs in the imperative mood are often used to express a call to action. Oral-B - "Recharge your smile" Noun plays informative and nominative function Honda - "The Power of Dreams" Also it is common praxis the usage of pronouns, especially "you", or "we". in this way, it is as if the brand gets closer to the customer and communicates personally by addressing the buyer. Thus, it pushes the buyer to take action because he feels that he is the central element for the slogan's appeal (Stylistic Features of the Advertising Slogan, n.d.-b). Rexona - "It won't let you down"

The proper grammatical structure (syntactic level) of the advertising slogan is crucial to its effectiveness. The straightforward structure of advertising slogans is one of their key characteristics Sheba-"Follow your passion". Also there are three english sentence types according to the purpose which are mostly used in slogans: declarative, imperative and exclamatory sentences (The 4 English Sentence Types | Grammar | EnglishClub, n.d.). Declarative sentences in most cases provide information about the product for buyer Gillette - "Gillette - The Best a Man Can Get" .Imperative sentences give a command to an action: Lego - "Rebuild The World". Exclamatory sentences express a surprise emotion and usually ends with exclamation mark (The Four Main Types of Sentences — With Examples | EssayPro, n.d.) Nesquik - "Moms trust! Kids love it!" The last tool which could be used is anaphora. It is a literary or spoken technique in which a word or phrase is repeated at the beginning of several sentences or clauses (The Editors of Encyclopaedia Britannica, 1998a). Nestle - "Good Food, Good Life". This device highlights the features of the product even more vividly.

On the lexical level could be used such tools as metaphor, neologism and slang. Metaphor is a term phrase for one item that is used to refer to another in an effort to demonstrate or imply their similarities (Morr, 2021). The metaphor helps to convey the brand's message in a memorable way (Admin, 2023b). For instance,Skittles – "Taste the Rainbow. Neologism is newly coined word or term (Zeidan, 2023). Fanta - "Drink Fanta, stay Bamboocha ".People especially remember neologisms because it is something new and unique. Slang is used to, be closer to a modern audience and speak the same language with young people. Lay's - "Betcha Can't Eat Just One"

Summing up, language features at all language levels increases the effectiveness of the slogan for the client and has a great impact on the client's perception of the product

METHODOLOGY

As it turned out earlier, the topic of my research is the linguistic features of trademark slogans in English. The main criteria for choosing my information were reliable sources and authors, for example, books or articles and opinions of famous linguists and philologists. For instance, Vladimir Tulupov is a Soviet and Russian philologist, Doctor of Philology. Or Philip Kotler the father of marketing and an

American marketer.Slogans have certain peculiarities in the use of vocabulary and posturing, so it is important to understand what these features are, what they are used for and what impact they have. In order to find out, I need to make a detailed analysis of 100 slogans in English. The slogans for my analysis were obtained from two websites: "sloganlist.com" and "logotaglines.com". The main criteria for choosing slogans are, firstly, more well-known products or brands, and based on the classification of slogans, business, persuasive, creative and descriptive slogans have become the target for research. A trademark slogan is a slogan that tells about the advantages of a product and why a person should buy it, and all of these types of slogans have this purpose to create the right image for the brand and tell the customer about the brand and commodity and in case of persuasive type, convince them to buy the product (What Is a Slogan - Types, Example, and Tips to Create One, n.d.). For example:Kit Kat – "Have a break, have a KitKat".The method of research is the lexical analysis of linguistic means at all language levels (phonetic, morphological and syntactic). After analyzing 100 trademark slogans, I will highlight the linguistic features at each level that prevail. Then I will make a table or a diagram where it will be spelled out by the number of what peculiarities are used more. Thus, to provide a more complex understanding .I will use mixed research methods, both qualitative and quantitative. More precisely, I will use Sequential Exploratory Design. This method consists in first collecting all the necessary information for the study and then making a statistical analysis. In my case, this is an analysis of the number of certain linguistic features. I chose this method because it will reveal my topic much wider from all sides and statistical analysis will support my theoretical part.

FINDINGS

As was mentioned in the methodology, in order to find out what peculiarities exist at different linguistic levels, an analysis of 100 units of advertising slogans was conducted. As a result of the analysis, the following results were obtained (Figure 1). The slogans were analyzed at four linguistic levels: phonetic, morphological, lexical and syntactic. The results of the analysis are shown in the table below:

Linguistic level	Peculiarities	% out of 100
Phonetic level	name of the brand in slogan	26
	alliteration	15%
	rhyme	15%
	assonance	10%
	consonance	6%
	onomatopoeia	3%
Morphological level	verb (with verbs in imperative)	56%
	noun	36%
	adjectives	28%
	superlative	3%
	comparative	7%
	pronouns	22%
Syntactic level	short/simple phrases or sentences	94%
	declarative sentences	57%
	imperative sentences	38%
	exclamatory sentences	5%
	anaphora	9%
Lexical level	metaphor	13%
	slang	3%
	neologism	1%

Figure 1: Table with results of analyzes about linguistic peculiarities of trademark slogans on four levels: morphological, phonetic, syntactic and lexical.

PHONETIC LEVEL

Name of the brand in slogan. From the analysis it became clear that the use of slogans with the presence of the brand name is 26%. And this is the highest indicator among the features at the phonetic level. The use of the brand name in the slogan attracts even more attention of the potential customer not only to the product but also to the company itself. Most often the name rhymes in the slogan. For example, GILLETTE's slogan is "Gillette - the best a Man can Get». That is, the brand name rhymes in the slogan itself, which affects the fact that the buyer will involuntarily remember the name of the company itself. Thus, the rhyme and the brand name in the slogan have some connection. That is why rhyme in advertising has its own importance - 15%. As I mentioned earlier, slogans with rhyming brand names are very effective. But there are also slogans where the rhyme exists independently, without a brand name. In particular, the slogan with a rhyme is remembered by the client. For example, Pringles - "Once you pop, you can't stop". In this example, we see the rhyme "pop-stop". It is a perfect type of rhyme.

Alliteration. Alliteration is also compose 15% in terms of frequency of use at the phonetic level. An Example might be Hubba Bubba - "Big bubbles, no troubles". It can be noted that in this example b is repeated and it is the alliteration that creates a certain memorable sound in the slogan, through the repetition of consonant sounds.

Assonance/Consonance. Of the 100 units of analyzed slogans, 10% are assonance and 6% consonance.An Example of assonance might be Pringles - "Once you pop, you can't stop".Sounds [ʌ] and [ɔ] give the slogan a feeling of cheerfulness. For the consonance is Carlsberg - "Probably the best beer in the world". This features can create a musical sense and sense of flow in slogans

Onomatopoeia. Feature with the smallest percentage - 3%. This could be seen in an example: BMW - "Ready to roar". The sound r as if it imitates the sound of a car engine. And a person immediately has the right association.

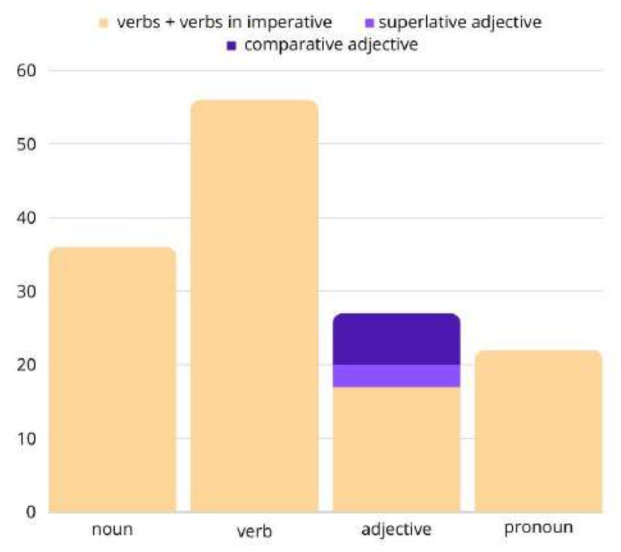

Figure 2: Bar Chart with the results of linguistic features of trademark slogans at the morphological level

MORPHOLOGICAL LEVEL

Verbs. At the morphological level, the verb is the most used - 56%. Verbs in the imperative mood are most often used, but usually not in all cases. For example, in my analysis, 27% of 56% are verbs in the imperative mood. For instance, a verb in imperative mood: Twix - "Try both and pick a side" and not in imperative mood Nescafe - "It all starts with a Nescafe". It is the use of verbs that gives dynamics to the slogan, and in the case of the imperative mood, it calls for action and calls for purchase.

Noun. Nouns have an informational component of the slogan and occupy 36%. The noun specifically names objects or processes. It is the specific nouns that make the slogan effective.

Nestle - "Good Food, Good Life" in this example, we see the basic nouns life and food, and the buyer immediately understands what is being discussed and can even exist without the verb.

Adjectives. Adjectives, as is well known, give color to an object, for example, they give information about the shape or quality of the object. And in the course of my analysis, 28% of adjectives were identified. Pandora - "Unforgettable moments". In this example, you can notice an increase in the description of the moments. In addition, not just adjectives are used, but adjectives in the comparative or superlative degree. This further enhances the quality of the item.In my analysis, 7% of comparative adjectives and 3% of superlative adjectives were identified. Disney – "The Happiest Place on Earth". In this case, an amplification immediately occurs and, accordingly, it also affects customers with an amplification Puma - "Forever faster" In this case, there is a comparison, for example, with other companies, but not directly, but through a comparative adjective.

Pronouns. 22% of all slogans have pronouns in their structure. This especially affects the engagement of a potential client. The use of pronouns seems to blur the boundaries between the brand and the customer. Snickers - "You're Not You When You're Hungry". From this example it is visible that through the usage of pronouns in particular (you), there is an appeal to a potential client, which affects the perception of the slogan itself and, accordingly, the brand.

SYNTACTIC LEVEL

Short/Simple sentences or phrases. The 100 slogans I analyzed are dominated by slogans that are simple sentences and short phrases - 92%. One of the most important principles that underlies successful effective slogans is brevity and clarity/simplicity (when complex expressions or phrases are not used and the buyer immediately understands what is being discussed). After all, if the slogan is clear, then it will be easily remembered by a potential buyer. One example could be such a construction as an adjective plus a noun: Panasonic - "A Better Life, A Better World". This is a simple and short phrase that will be quickly remembered and understood the first time. Or the Coca-Cola slogan "Open Happiness» is a verb plus a noun. From this we can conclude that there must be two mandatory elements.

Also, based on the syntactic structure and purpose of the statement, sentences are divided into three types: declarative, imperative and exclamatory. In terms of percentage, declarative sentences occupy the leading position - 57%. Imperative sentences are in second place - 38% and exclamation points at the end - 5%.

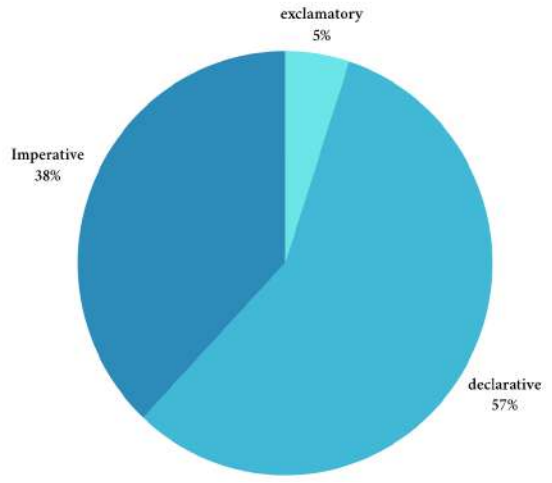

Figure 3: Pie Chart with the frequency of use three types of sentences: declarative, exclamatory and imperative

Declarative sentences tell and convey information to the buyer. Milky Way - “Life’s better the Milky Way”. Here is talk about the positive impact of the product. Imperative sentences it calls and , as it were , commands that the goods must be bought . Orbit - “Eat. Drink. Chew Orbit”. And in the last place are exclamation points, they give a great emotional coloring to the slogan. Kentucky Fried Chicken – “Finger-Lickin’ Good!”

Anaphora. 9% of slogans contain an anaphora.KitKat - “Have a break, have a Kit Kat. In this example, you can see that thanks to anaphora, advertisers have placed certain emphasis on the product.

LEXICAL LEVEL

Metaphor. Metaphor occupies 13% of all analyzed slogans. One example is the slogan of Skittles – “Taste the Rainbow”. The taste of sweets is compared to the taste of a rainbow. So sweets are as bright as a rainbow and bring only positive emotions.

Slang. The slang in the analyzed slogans is only 3% Lay’s - “Betcha Can’t Eat Just One”The use of slang brings the product closer to the audience using modern language. And also only 1% is a neologism. Fanta - “Drink Fanta, stay Bamboocha ” thus, this is an innovative word specifically for the product slogan and is more likely to be remembered by consumers.

Thus, a complete analysis of 100 units of advertising slogans was carried out, during which all linguistic features were clarified. At this stage, it is necessary to evaluate all the results.

DISCUSSION

After the analysis, it can be confidently stated that advertising slogans are based on certain linguistic features. They are divided into four levels: phonetic, morphological, syntactic and lexical. It became clear that at all linguistic levels there are peculiarities that are used most often. Thus, at the phonetic level: alliteration, the brand name in the slogan and rhyme prevail by percentage. These language tools influence the sound of the slogan and, accordingly, the effectiveness of its perception and memorability by customers. In order to enhance the effect, the rhyme and the name of the slogan combine. The above mentioned tools create the buyer’s attitude to the product by manipulating it through sound (Stylistic Features of the Advertising Slogan, n.d.) At the next morphological level, more than half of the total percentage are verbs. Nouns come second, followed by adjectives. The verb is responsible for the dynamism of the text, so it affects readability. One of the frequently used verbs is a verb in the imperative mood that calls the buyer to action and purchase the goods. An important role in the slogan is played by a noun that informs the buyer and has a nominative function. And the means that will add color to the slogan are adjectives. They most often describe the product on the positive side and mention the distinctive properties of the product. As for the structure, this refers to the syntactic level. In which almost all slogans have a simple structure and brevity. Complex and incomprehensible sentences will not be remembered and accordingly will not attract the client’s attention (Stylistic Features of the Advertising Slogan, n.d.). According to the purpose of the statement, it is the declarative sentences that are most often used. Such sentences play a crucial role in conveying information about the product and this is the most common sentence type (Admin, 2023). And the last level at which linguistic features are used is lexical. The most used tool at this level is metaphor. The metaphor makes the slogan more expressive by attracting the attention of a potential client (Examples of Metaphors in Advertising, 2020). Summing up the entire analysis, the most common linguistic features at all levels were clarified. And the purpose of the use was found, which is mostly to effectively attract customers and influence their perception in relation to the product.

CONCLUSION

This research analyzes the trademark slogan in English in order to achieve the main goal, namely to find out what linguistic peculiarities are used in these slogans and what impact they have on people’s perception of the product and how they effectively attract customers, based on the theoretical part of the research. Firstly, the importance of advertising in modern times as a whole was revealed, and one of the more effective components of advertising segments as a slogan was also emphasized .The slogans are aimed at two main functions: to create a certain image of the product that is attractive to the buyer, thus influencing the buyer’s decision and also informing about the product itself (Aleixandre, 2023). Therefore, to perform these functions, slogans basically contain linguistic features. In the theoretical part, these features were described and their tasks were highlighted. In order to confirm all the theoretical information, I conducted a practical analysis of 100 units of English advertising slogans. As a result of this analysis, the theoretical part was confirmed and the features of advertising slogans at four linguistic levels were highlighted: phonetic, morphological, syntactic and lexical. During the analysis of the slogans, the following features were highlighted, which are used most often. Firstly, on a phonetic level, this is the name of the brand in the slogan, as well as rhyme and alliteration. These three peculiarities create a special memorable sound image, which is the reason for the effectiveness of their use to attract customers. At the phonetic level, three features are distinguished, namely the frequent use of verbs, nouns and adjectives. In this case, they play an informative role and influence the customer’s perception and understanding of information, and the adjective describes the product more colorfully. At the syntactic level, the structure is dominated by short and simple sentences, most often declarative or imperative. They play a crucial role for the ease of perception of information and also in the case of the imperative mood, they urge the customer to buy, with their structure. And the fourth level is lexical, which is based on analysis dominated by metaphors. Metaphor is a figure of speech that creates a more expressive image of the product. Thus, it can be stated that the purpose of my research has been achieved. After all, it became clear what linguistic features are used in advertising slogans and what impact they have on a potential client.

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APPENDICES

1. Skittles – "Taste the Rainbow" short/simple, imperative, metaphor

2. Red Bull – "Red Bull Gives You Wings" name of the brand in slogan, metaphor, declarative, short/simple, pronoun, verb

3. Maybelline – "Maybe She's Born With it, Maybe it's Maybelline" name of the brand in slogan, rhyme, alliteration, anaphora, declarative,

4. Nike – "Just Do It" Imperative, short/simple

5. Walmart: "Save Money, Live Better" Imperative, comparative adjective, simple/short, verbs

6. EA – "Challenge Everything" Imperative, short/simple

7. Disney – "The Happiest Place on Earth" superlative adjective, declarative, short/simple,inner alliteration, nouns

8. McDonalds – "I'm Lovin' It" simple/short,declarative, pronoun

9. Apple – "Think Different" Imperative, short/simple, adjective

10. Kentucky Fried Chicken – "Finger-Lickin' Good!" adjective, exclamatory, short/simple,

11. Maxwell House – "Good to the Last Drop" adjective, short/simple, declarative,

12. Burger King – "Have it Your Way" Imperative, short/simple, pronoun

13. KFC - "Its finger lickin' good" adjective,declarative, short/simple

14. L'Oreal - "Because you're worth it" pronoun, simple/short, declarative

15. KitKat - "Have a break, have a Kit Kat" name of brand in slogan, Imperative, anaphora, short/simple, noun

16. BMW - "Ready to roar"short/simple, declarative, onomatopoeia

17. M&M - "Melt in your mouth, not in your hands" pronoun, rhyme, short/simple, declarative , verb

18. Nokia - "Connecting people" metaphor, declarative, short/simple

19. Carlsberg - "Probably the best beer in the world" superlative adjective consonance, declarative , noun

20. Lexus - "The Pursuit Of Perfection" alliteration, short/simple, declarative, noun

21. Volkswagen - "If only everything in life was as reliable as a Volkswagen" name of the brand in slogan, declarative , noun

22. United Airlines - "It's time to fly" short/simple, alliteration, declarative , verb

23. Eastern Air Lines - "The Wings of Man" metaphor, short/simple, declarative, noun

24. EA Sports - "Challenge everything" imperative, short/simple

25. Mars - "A Mars a day helps you work, rest and play" rhyme, name of the brand in slogan, verbs, declarative , pronoun

26. Lay's - "Betcha Can't Eat Just One"declarative, short/simple, verb , slang

27. Bounty - "The Quicker Picker-Upper"consonance,rhyme, declarative, short/simple , slang

28. Papa Johns - "Better Ingredients, Better Pizza" comparative adjective, anaphora, short/simple, declarative, nouns

29. Milky Way - "Life's better the Milky Way" name of the brand in slogan, comparative adjective, short/simple, declarative, noun

30. Nestle - "Good Food, Good Life"anaphora, short/simple, declarative, nouns

31. Twix - “Try both and pick a side” imperative, short/simple

32. Pringles - “Once you pop, you can’t stop” pronoun, alliteration,onomatopoeia, rhyme, simple/short, declarative , verb

33. Sprite - “Obey Your Thirst” imperative, pronoun, short

34. Nescafe - “It all starts with a Nescafe” name of the brand in slogan, simple/short, declarative, verb

35. Coca-Cola - “Open Happiness” imperative,consonance, short/simple, noun

36. Pepsi - “Live For Now” short/simple, imperative

37. Snickers - “You’re Not You When You’re Hungry” pronoun,, declarative

38. Fanta - “Drink Fanta, stay Bamboocha ” name of the brand in slogan, imperative, simple/short, neologism

39. Orbit - “Eat. Drink. Chew Orbit” verbs, imperative, name of the brand in slogan, rhyme, short/simple

40. LG - “Life’s Good” adjective, short/simple, declarative

41. Kiko Milano - “Be What You Want” imperative, short/simple , pronoun

42. Huawei - “Make it possible” imperative, short/simple

43. Sony - “Make. Believe” verbs, short/simple, imperative

44. Lego - “Rebuild The World” imperative, short/simple , noun

45. Levi’s - “You wear jeans. You live in Levi’s” anaphora, metaphor, name of the brand in slogan, short/ simple, pronoun, declarative

46. Rexona - “It won’t let you down” short/simple, pronoun, declarative, verb

47. Starbucks - “It’s not just coffee, it’s Starbucks” name of the brand in slogan, anaphora, simple/short , declarative

48. Pandora - “Unforgettable moments” short/simple, adjective, declarative

49. Lacoste - “Life is a beautiful sport” short/simple, declarative, adjective, metaphor, noun

50. Calvin Klein Jeans - “Nothing comes between me and my Calvins” name of the brand in slogan, declarative, nouns, verb, pronoun

51. Puma - “Forever faster” comparative adjective, alliteration, declarative , short/simple

52. Hubba Bubba - “Big bubbles, no troubles” rhyme, alliteration b,adjective, declarative, short/simple , noun

53. IKEA - “The wonderful everyday” declarative, adjective. short/simple

54. Gucci - “Luxury for the best” superlative adjective, adjective, declarative, short/simple

55. Clinique - “One size does not fit all. To each her own” rhyme, declarative, noun

56. Johnson’s Baby - “Say goodbye to tangles” imperative, metaphor, simple/short

57. Oral-B - “Recharge your smile” imperative, pronoun, metaphor, simple/short

58. Dove - “Dove cleans beautifully”, declarative, simple/short , name of the brand in slogan , verb

59. Lancome - “Believe in Beauty” imperative, alliteration, short/simple

60. Garnier - “By Garnier, Naturally” name of the brand in slogan, declarative, short/simple

61. Ferrero Rocher - “Luscious chocolate” adjective, simple/short , declarative

62. Nintendo - “Play it loud” imperative, adjective, short/simple,consonance

63. GAP - “Get it at the GAP” imperative, name of the brand in slogan, short/simple, alliteration,

64. Huggies - “Do it in Huggies” imperative, name of the brand in slogan, short/simple

65. Chanel - “Be your own hero” imperative, pronoun, short/simple

66. Hot Wheels - “Go with the winner” imperative, alliteration, short /simple

67. Nivea - “NIVEA cares” name of the brand in slogan, short/simple, metaphor, declarative, verb

68. Universal Pictures - “Let Yourself Woah” imperative, short/simple,pronoun, onomatopoeia

69. Oreo - “Taste the world, taste Oreo” imperative, name of the brand in slogan, metaphor, anaphora, simple/short, noun, verb

70. Haribo - “Kids and grown-ups love it so - the happy world of Haribo” rhyme, alliteration, assonance, adjective, declarative, noun

71. Danone Yogurt - “One Planet, One Health” anaphora, noun, short/simple, declarative

72. Kinder - “Invented for Kids, Approved by mums” declarative, verbs, nouns

73. Nesquik - “Moms trust! Kids love it!” exclamatory, simple/short, noun, verb, rhyme,

74. Samsung - “Samsung, Do What You Can’t” name of the brand in slogan, imperative, short/simple, pronoun

75. Kia - “Moment that inspires” metaphor, simple/short, declarative, verb, noun

76. Miniso - “Life is for fun, Miniso” name of the brand in slogan, short/simple, consonance,, noun, declarative , noun

77. Bratz - “The girls with a Passion for Fashion!” exclamatory, nouns, rhyme,

78. Heinz - “Beanz Meanz Heinz” name of the brand in slogan, short/simple, declarative, noun, rhyme,consonance

79. Choco Pie - “Choco Pie - a sweet delight after every bite!” rhyme, exclamatory, name of the brand in slogan, adjective , noun ,assonance

80. Prada - “The Devil wears Prada” declarative, metaphor, short/simple, name of the brand in slogan, noun

81. Ralph Lauren - “Study the classics - write your own rules” imperative, short/simple , verb consonance. pronoun, nouns, verbs

82. Pampers - “Peaceful nights. Playful days” narrative, short/simple, adjective, rhyme, alliteration, nouns, assonance

83. Felix - “Cats like Felix, like Felix” name of the brand in slogan, declarative, short/simple, noun, rhyme,assonance verb

84. Tefal - “Make your everyday life easier” imperative, comparative adjective, short/simple, pronoun , verb, noun

85. Rice Krispies - “Snap! Crackle! Pop!” exclamatory, verbs, short/simple,assonance onomatopoeia, slang

86. Ford - “Go Further” imperative, short/simple, verb

87. Subway - “Eat Fresh” imperative, short/simple , adjective, verb, assonance

88. Lexus - “The Pursuit Of Perfection” declarative, short/simple, alliteration p, nouns

89. PlayStation - “Live in your world. Play in ours” imperative, pronoun, simple/short, metaphor, verb, assonance

90. Whiskas - “Whiskas. What cat want” alliteration, name of the brand in slogan, declarative, simple/short91. Gillette - “Gillette - The Best a Man Can Get” superlative adjective, declarative, short/simple, rhyme, name of the brand in slogan

92. Taco Bell - “Think outside the Bun” imperative, short/simple, verb

93. Sheba - “Follow your passion” imperative, pronoun, short/simple, metaphor, verb

94. Honda - “The Power of Dreams” nouns, declarative, simple/short,

95. Panasonic - “A Better Life, A Better World” comparative adjective, anaphora, short/simple, declarative, nouns

96. Kodak - “Share Moments. Share Life” anaphora, imperative, nouns, short/simple, verb

97. Diesel - “Think less. Stupid more” imperative, comparative adjectives, short/simple,, verb

98. TESCO - “Every little helps” adjective, short/simple, declarative, assonance ,verb, assonance

99. Victoria’s Secret - “A Body for Every ‘Body” declarative, short/simple, nouns, rhyme, assonance

100. Canon - “See Impossible” adjective, imperative, simple/short, verb

EPITHETS IN FRANZ KAFKA’S NOVELLA “DIE VERWANDLUNG”

Amirseit Ademi

Supervisor: Yevgeniy Y. Puzikov

Abstract: Epithets perform a crucial part in literature, functioning as a strong decorative and descriptive element in the text and its role is bridging cultural and linguistic divides. The study explores one of the major figures of 20th century Franz Kafka and his epithet nature and it translations in the “Die Verwandlung” novella. A quantitative investigation was used in the study of epithet classification and their method of translation as well as an analysis of their statistics.

INTRODUCTION

Translation is usually viewed as a time-consuming process which requires achievement in both semantic and pragmatic equivalence. Not all stylistic devices of the source language are transferable and existing in the target language so, the translator constantly ought to convey as the meaning as close as possible using a variety of translating techniques. It also concerns the translation of epithets. The challenge of selecting the right words, at least with the close denotative and connotative context, is usually a tough goal. One also should take into account speaker’s (in daily communication) or author’s (in literary works) intention of what they want to deliver to the receiver. To be more precise, the further conducted research’s aim is to explore the used epithets and its methods of translation of Ian Johnston’s and Solomon Apt’s translations of Franz Kafka’s novella “Die Verwandlung”. Epithets in these works perform the function of portraying the physical and psychological transformation of Gregor Samsa (the protagonist). The surveys of the past decades considered a little about the epithets and if they managed to do so, they inspected the translation of a specific group of epithets as Wang and Tian (2020) did in “Research on the Characteristics and Translation Strategies of Transferred Epithet” either just it functioning as in “Stylistic and Conceptual Function of Epithet in Poetic Discourse: an Experience of “Tropes” Text Semantics Analysis Program Application” by Romanyshyn (2022). Scarcely enough researches on Franz Kafka’s contribution handled his epithet exploitation in the original language and even less it translation. Works by Susan Bernofsky for the “The New Yorker” (2014) and Vladimir Nabokov’s lecture on “The Metamorphosis” (n.d) are meaningful sources that briefly mention the epithets.

LITERATURE REVIEW

According to Online Merriam-Webster Dictionary “Epithet” is a characterizing word of the objects that may accompany or replace them (Merriam-Webster Dictionary, n.d.). Such substitution generated with closely associated phrase of an actual name and it is done for the purpose of describing a factual, specific or attributed qualities of a place, thing or person and make it more prominent. The background of the word “Epithet” comes from ancient Greek word “epitithenai/epitheton” with the meaning of “to add/ to attribute/ to put on”. This rhetoric term in other words is an adjective, commonly closely related with qualifiers. Epitheton functions to append depth and colorfulness to a story, to depict more precise and lively images, to demonstrate the memorability and the individuality of the character and to effectively transmit the information. Generally, they are found in a variety of literature works like poetries, prose and plays with the aim of adding texture to the works. They are also used in everyday life communication, mass media and even in songs. While we are talking about epithets it seems to be that what epithets mean in Russian is the same as in English. However, the difference between Russian and English epithets exist. In the Russian language they are more expressive and can be represented by different parts of speech. Their forms vary from estimative to narrative and emotional. Epithets are easily recognized as they present extra emotional tint to the object. For example: “sour face” – “кислое лицо”, “to love dearly” – “горячо любить”, “a gloomy day” – “мрачный день”, “bitter annoyance” – “горькая досада” and so on. While in English they are more specific and well recognized, due to long-established application. Mainly they possess decorative feature or serves as a pen name for an object. For instances: «The Emerald Isle”, «The Eternal City”, «Blood-red sky”, “Richard the Lionheart”, “Bloody Mary”, etc. Nevertheless, this figure of speech is to be considered independent; so, it has its own classification.

Major study about epithets was conducted by I. Galperin in his “English Stylistics” book (1977). Galperin subdivided them both semantically and structurally. Considering semantic division, only two groups are presented: associated and unassociated. They differ in pointing either adding a feature. Associated group of epithets points out an important characteristics of the described object and to certain extend it related to the word concept. “Dark forest”, “The Green-eyed Monster” and «Rosy-fingered dawn” are examples of it. The second category lies the principle of complementing the object unexpectedly. For example, “voiceless sounds”, “sullen earth”, «vast-bearded man» and other similar ones. If we consider classification from structural side, more subdivisions appear. First two groups are: simple and compound epithets. They are based on the principle of a single adjective/ noun or participle, or of a composition of more than one word. “Golden hair”, “curly boy” instances for the initial group and “soldier-like stance”, “apple-faced man” for the second. The third type speaks for itself, these are phrase or full sentence epithets. Such group generally appear in literary works, as “Death lies on her like an untimely frost. Upon the sweetest flower of all the field…” from “Romeo and Juliet” or just an “a man with a heart of gold” expression. Last kind out of structural classification is reversed epithets. Again, it is a structure of two words, usually nouns, connected with the «of» phrase. Common examples are: “a hell of a mess”, “a devil of a sea”, “a shadow of a smile” and so on.

Though, Galperin’s classification is not recognized as general classification for epithets. Instead, fixed, kennings and argumentative groups are common for epithets distinction (Baldwin, 2020). I will not venture to declare that it is Stephen Adams categorization, as analyses of a great amount of sources does not state exactly according to whom these groups are identified.

The fixed epithet is also known as homeric

epithets and is generally found in epic literature and easily identifiable due to its repetitive usage. A popular example of this type is the several timed referred phrase for Odysseus as “many-minded” and for Telemachus is “sound-minded” (Homer, “Odyssey”). Next, usually two-word phrases that metaphorically illustrate an object is kenning sub-type. Popular among Old English poetry, such as “Beowulf”: “wound-sea” for blood or “sleep of the sword” for death. However, today kennings have modernized. Today, the “bookworm” is for a book reader, “ankle biter” or “rug-rat” stands for a child. They are current kennings. The third type is used by experts’ orators as a tip for alert of a possible outcome in argument. Several sources provide information about extra type, familiar as the derogatory type (Gunner, 2020). This is negative and disrespecting epithets that consist of teasing nicknames and ethnic slurs and are used in order to insult a rival. “Piggy” generally one of the less offensive out of others derogatory epithets.

The fixed epithet is also known as homeric epithets and is generally found in epic literature and easily identifiable due to its repetitive usage. A popular example of this type is the several timed referred phrase for Odysseus as “many-minded” and for Telemachus is “sound-minded” (Homer, “Odyssey”). Next, usually two-word phrases that metaphorically illustrate an object is kenning sub-type. Popular among Old English poetry, such as “Beowulf”: “wound-sea” for blood or “sleep of the sword” for death. However, today kennings have modernized. Today, the “bookworm” is for a book reader, “ankle biter” or “rug-rat” stands for a child. They are current kennings. The third type is used by experts’ orators as a tip for alert of a possible outcome in argument. Several sources provide information about extra type, familiar as the derogatory type (Gunner, 2020). This is negative and disrespecting epithets that consist of teasing nicknames and ethnic slurs and are used in order to insult a rival. “Piggy” generally one of the less offensive out of others derogatory epithets.

As it was mentioned before, the discrepancy between Russian and English epithets occur, hence interpreter while translating may collide with difficulties. It happens for the reason of cultural differences and insufficient of language facilities. Widely used translation techniques that are applied in order to convert epithets are: word-to-word, omission and morphological transformation. The morphological change itself includes the transformation of parts of speech (from one to another: verbal noun to finite verb), inflectional conversional (modification according to the gender) and transformation from the passive to the active voice.

Epithets are essential literary device which activity is to texture in literary works, to stress characteristics of a person and to enhance authentic side of a text. In poetic course they serve as eloquent tool of a language in speech and linguistic-cognitive elements. Moreover, having a rich story behind through the years it has not lost its position in relevance. Based on source diversity epithet owns his classification that vary from one type to another.

FINDINGS AND DISCUSSION

This work presents a quantitative survey of one of Franz Kafka’s famous works “Die Verwandlung”. The translation was handled by Ian Johnston in English “The Metamorphosis” and Solomon Apt in Russian “Превращение” from original German. To be exact, the analysis of the epithets of first and third chapters will be given. My first step, as going through the text of Ian Johnston’s translation is to find the epithets and highlight them. Next stage is to distribute them in accordance with previously mentioned Galperin’s classification of epithets. Specifically, I chose semantic categorization and its division into 2 groups: associated and unassociated epithets. Furthermore, I am going to provide several statistics that will depict the amount of every single type of epithets in quantity and therefore in percentage. Next, I will examine the results of conducted steps and determine which group of epithets is prevailing. The following stage will be presented by discussing the used method of translation from English into Russian based on the three provided groups. Consequently, the proportion ratio of conversion approaches in the majority and minority will be presented. In the end of the survey I intend to provide several statistics in accordance of the classification and determine the dominated type of epithets and of translation methods.

A total amount of 135 epithets was found and therefore researched. The associated type of epithets overtook in the quantity. The percentage division was approximately 70 to 30, where the smaller percentage belongs to the second group of unassociated epithets. That is to say, in numbers the statistics are 93 to 42.

Diagrams 1 and 2 below demonstrate the superiority of related to word characteristics rather than unexpected connectedness of epithets.

For the evidence, I will provide several examples for each of the groups. As for associated type, Johnston in his transformation used such epic phrases: “Monstrous vermin” to refer to the main character’s (Gregor Samsa) transformed state, “dreary weather” to describe weather conditions, “ugly blotches” this are the left marks on the door, “twitching shoulders” and “pursed lips” in context it is not presented as an action, but rather the conditions of a person and his reaction. A lot of describing epithets of the several characters appearance are used, for example: “small limbs”, “tiny limbs” and “thin limbs”, “firm double chin”, “bushy eyebrows”, “the glance of his black eyes”, “numerous little legs” and “(his) one flank”. Further the examples of unassociated epithets will be introduced: “greatest suspicion” refers to the intense attention of one character to the main one, “careful articulation” usually the word “articulation” is used to describe active physical demonstration, “the painful stillness” it references the room atmosphere, “small discourtesy” describes not significant cruelty, “pig-headed” Gregor (character) used such epithet in self-disrespecting sense to signify his obstinacy, “easy chair” is related to the comfortable in use chair that is in a quick access. These are a few examples of unassociated epithets and in my point of view they do not match and does not seem to be suitable with each other literally, even though the meaning is understandable; but as a reception for embellishment they are fine. After all, we have a positive tendency for the predominant group of associated epithets. In general, it can be argued that the use of traditional either stable adjectives is more appropriate than those that do not fit in the direct context of the word.

Next stage of the survey, is analysis from English to Russian languages translation

Figure 1

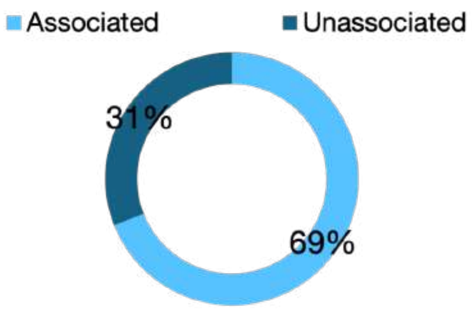
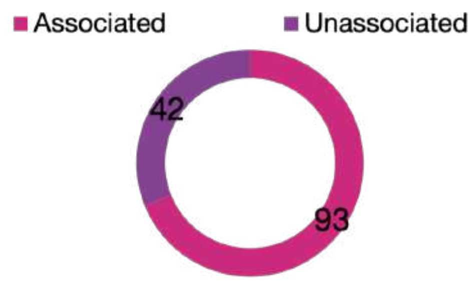


Figure 2



of epithets and the detection of prevailed method in accordance to beforehand mentioned techniques: word-to-word, omission and morphological transformation. The results are quite unexpected. The morphological transformation is in the leading position with the highest indicator of 70 percent. The next place is occupied by the word-to-word translation that is by the statistics takes approximately 25 percent out of the total amount. Last, it is not hard to guess which type is remaining, is using the omission method, 5 percent are seized by them.

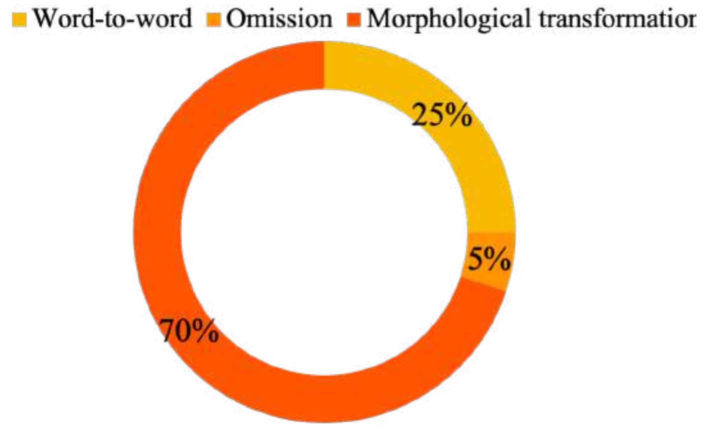


Figure 3
Percentage statistics of used translation techniques

However, if we take a closer look at the translation, we see that two techniques, which are morphological transformation and omission, go together. Without going too far, let’s look at the previous examples. For the “his small limbs”, Solomon Apt suggests “(под) лапками” translation (based on the context), here it is seen that by omitting the parts of the sentence and using modification of diminutive of endearment. Same situation happens with “his thin limbs” – “ножками”, “tiny limbs” – “(его) лапок”, “(the most) careful articulation” – “тщательным выговором”, “(with the help of the) easy chair” – “(со) стулом” in other cases it is clear morphological transformation. In that case, almost a half of translated epithets are transformed by two techniques simultaneously, but despite that, morphological transformation outplaying omission. Thus, the findings part of the research defined most used type of epithets and it method of translation in “The Metamorphosis” in English to Russian.

At the end of conducted survey, it is seen that in Johnston’s translation associated type of epithets prevailing and in Apt’s work morphological change is the preferable way to translate them. Both of their digits are 70 percent. Nevertheless, it is important to notice that while translating, not always only the one method is used and in half of the cases it is combined with another one - omission. In spite of this combination, the first method beats the second, due to the reason that morphological transformation in the instance of translation of epithets ensure more comprehensive and therefore flexible attitude while adapting to the linguistic norms of the target language. Other numbers constitute of roughly 30 percent of unassociated epithets, 25 percent of word-to-word translation and kept 5 percent of omission technique. We cannot exclude the fact of data changes as only several parts of the novel were examined. Moreover, the results of the specific work are limitation in the whole study of translating epithets and cannot be carried to any other literary stories or to only Franz Kafka's works. Overall, the research on the topic of translating epithets reveals the domination of certain categories and evident in Franz Kafka's work translations. They are relevant for the reason of allowing more nuanced and contextually appropriate color to the text in accordance to the cultural specifications and other language features.

CONCLUSION

The epithet is a rhetoric term that is being operated as characterization of the items, person and places. The evidence from recent studies showed the need for further description of the process of translating epithets. In conformity with Galperin's classification there are two approaches on how epithets could be divided and therefore analyzed. The survey defined the privilege type of epithets in "The Metamorphosis", this is a group that uses proper or related to the words' meaning adjectives of the associated type. Furthermore, the work examines the frequently used methods in order to translate them in accordance of general knowledge about translation. However, in the "findings" section it has been highlighted that in the majority of instances the transformation was conducted with the help of combination with another technique of the translation. The research showed the complexity of the goal, the goal of adjusting the translation of epithets. The process of doing so is not just a straightforward word-to-word approach, but rather a complex scheme that requires a deep understanding of both languages in the source and target texts. Additionally, the same part of the work illustrated the graphically designated statistics.

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GRAMMATICAL DIVERGENCES IN TRANSLATION: THE ASPECT

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Abstract: Grammatical divergences shown in aspect perspectives are one of the widespread issues that appear during the translation process. This research delves into the complex topic of aspect divergences in translation of literary works. The comparative analysis of source and target texts of the particular literary work studies how the grammatical aspect varies depending on peculiarities of two different languages. This qualitative research also shows how the difference between source and target languages in their grammatical aspect systems changes the overall grammatical pattern of the translation in order to suit the grammatical norms and natural voice of target language.

Keywords: grammatical divergences, aspect, translation

INTRODUCTION

This research shades the light on grammatical divergences shown in aspect shifts that take place during the communicative translation. The change of verb aspects is deeply connected with grammatical peculiarities of the source and target languages. The grammatical systems and the charts of their aspects play a significant role in keeping the primary idea and getting an equivalent perception of the target recipient.

This research is aimed to define the complex interrelation between SL and TL in regards to aspect changes during the translation of literary works. In order to reach its target, this research is focused on three main objectives:

1. Define language features that influence the choice of aspect

2. Analyze the way of changing the source aspect

3. Examine the impact of aspect divergence on the overall meaning of the target text.

This paper will involve a comparative linguistic approach to clearly analyze the process of grammatical divergence in translation. The comparison will be conducted by means of English and Russian versions of the "Martin Eden" novel written by American author Jack London. Since the translation of Zayaitsky is considered as the first and best one, certain fragments from primary and translated versions will be taken and analyzed in the context of aspect differences. This will give the chance to look at the English novel from grammatical perspectives of the Russian language and define the translator's intent in the aspect choice.

LITERATURE REVIEW

According to the first study of aspect as a general linguistic concept, aspect is a phenomenon that indicates temporal frame of an event (Comrey, 1976). Aspect of an action or situation is usually shown in the verbal grammatical category. The system and general usage of these verbal aspects correlates with particular language rules and can vary depending on the language peculiarities. Therefore, the transference of verbal aspects might cause some grammatical divergences during the translation from one language to another. These grammatical divergences between English and Russian can be shown in the following cases:

1. THE CHANGE OF SIMPLE ASPECT TO IMPERFECTIVE AND CONTINUOUS TO PERFECTIVE ONE

Catford (2000) states that achieving equivalent translation is closely connected with the appropriate transference of the word that could have different linguistic levels in particular languages. He proves it by the fact that Russian and English languages have an oppositional system of verbal aspects. Namely, if the English language has simple (go) and continuous (going) aspects, the Russian language has perfective (poshel) and imperfective (shel) aspects of verbs. Simple aspect in the English language is the neutral form of verbs which does not indicate a particular duration of time, while the continuous aspect shows the action in progress. In this regard, the Russian language has a perfective verbal aspect which indicates completeness or uniqueness of the action, and an imperfective verbal aspect which is neutral and may or may not be complete and/or unique. According to Catford's (2000) research, the translation of the verbal aspect basically depends on contextual meaning and can change its lexical item based on the situation. Therefore, there are some cases when the translator needs to transfer an English simple aspect to Russian imperfective and/or an English continuous aspect to Russian perfective one.

2. THE TRANSFERENCE OF PERFECT ASPECT TO BOTH PERFECTIVE AND IMPERFECTIVE ASPECTS

In addition to simple and continuous aspects, English verbs also have perfect form. This aspect refers to the completed actions that happened before the other action or still have relevance after its completion. Perfect aspect of a verb serves as a specific point in an utterance which indicates both relevance and precedence of the action (Gronn & Stechow, 2017). Since the Russian language does not have such a verbal aspect, the perfect aspect of the source utterance can change to both Russian main aspects in the target text under the influence of contextual meaning. Lehmann (1986) states that the verbal aspect is a unique grammatical category that requires a more original intent-oriented approach with the focus on the author's idea rather than finding the exact grammatical equivalent in target language. He also emphasizes the significant foundation of aspectual form on the basis of grammatical and contextual meaning correlations in a particular language. For instance, the perfective aspect in the English language could be a sign of both perfective and imperfective meaning in the Russian language, depending on the context. It can be justified by the fact that the English language usually shows the aspect of an event by means of grammatical tactics, while the Russian language can use both grammatical tactics and logical instruments to indicate durational limits.

3. THE CONTINUOUS PARTICIPLE SUBSTITUTED BY PERFECTIVE PARTICIPLE

Nida and Taber (1982) claim that the essential function of translation is a correct approach to find the most appropriate equivalent of the ST, so that the meaning and style of the texts are equal. This statement is especially suitable for literary works where the translator needs to keep the style of the author's speech. Although there might be some grammatical divergences, the function and meaning of parts of speech and grammatical categories need to be delivered correctly. Therefore, equivalent translation might lead to divergences in aspects in order to keep the grammatical pattern of the word or phrase. The participle can serve as an example. Participle is a form of verb that indicates adnominal function which includes adjectives and relative clauses (Shagal, 2019). Sometimes, translators might change the aspect of participles in order to preserve their lexical impression and suit the grammatical and conceptual rules of the target language. This transference from continuous to perfective aspect can also vary depending on the lexical peculiarities of the translated verb.

4. GRAMMAR-BASED AND LOGIC-BASED DIVERGENCE OF ASPECT

Forsyth (1970) lays claim to the logical peculiarity of the system of Russian verbal aspects. He points out that Russian speakers usually choose the verbal aspect based on their subjective choice. While the English language includes two different aspects such as simple and perfect to indicate completed action and an action completed before the other one, the Russian language provides a flexible perfective aspect that can substitute both variants of English aspects. The peculiarity of the Russian language is the logical correlation between verbal aspects without grammatical support. Therefore, dealing with the translation from English to Russian, translators might face the cases where verbs in source text were put in grammatical sequence by means of simple aspect, while the target text requires logical sequence of actions, rather than grammatical. In such cases, translators usually strive to keep the same sequence by changing grammatical forms of these verbs.

The above mentioned cases will be practically analyzed by means of some fragments from original and translated variants of the "Martin Eden" novel written by Jack London.

FINDINGS AND DISCUSSION

1. THE CHANGE OF SIMPLE ASPECT TO IMPERFECTIVE AND CONTINUOUS TO PERFECTIVE ONE

"He watched the easy walk of the other in front of him.."[1]

Translation : "Он смотрел на своего уверенно шагавшего спутника.."[2] (1)

"He recoiled from side to side between the various objects and multiplied the hazards that in reality lodged only in his mind."[1]

Translation: "Он лавировал между различными предметами, преувеличивая опасность, существовавшую больше в его воображении."[2] (2)

In (1) and (2) the usage of simple aspects of the verbs in source text is based on lexical emphasis that the action simply occurred in the past, although there is no certain indicator of duration. However, the usage of continuous aspects in these cases would be inappropriate in the English language. Due to the absence of contextual hints to the action in progress and the fact that continuous is not used to describe prolonged situations, the author used simple aspects in the following words: "watched" "recoiled".

On the contrary, the Russian translator changed the verbal aspect in an utterance into the so-called "continuous" which is defined as imperfective in the Russian aspectual system. The translator's intention is showing the image of the event, and therefore, puts an emphasis on the progressive action. As it was mentioned previously, the imperfective aspect is neutral and could indicate both progressive and repeated actions. In both examples the translation was a result of focus on progressive action that showed the image of the event. Thus, the Russian version changed "watched" into "was watching" and "recoiled" into "was recoiling". It is also worth noting that the usage of the perfective aspect in (1) would not indicate progressive pattern, and in (2) translation it would be contextually inappropriate.

"..and when, to his excited vision, one arm seemed liable to brush against the books on the table, he lurched away like a frightened horse, barely missing the piano stool."[1]

Translation : "И когда вдруг ему отчетливо представилось, что он вот-вот заденет книги на столе, он, как испуганный конь, прянул в сторону и едва не повалил табурет у рояля."[2] (3)

In (3) the original text puts the emphasis on the action in progress and demonstrates the general image of the event. Therefore, the author uses the continuous aspect of the verb and writes "missing" indicating the action that is about to happen. It proves Catford's statement that the context of an utterance affects its verbal aspects.

However, the Russian translation of this verb is used in the perfective aspect. Although the translator did not change the lexical meaning and contextual focus of the event, it would not be appropriate to use this verb in an imperfective aspect. The reason for this translational approach is the Russian language feature; the actions that are about to happen are usually used in future perfective aspects. Moreover, the translation of "barely missing" consists of a negative item "edva ne '' that should have a perfective aspect in accordance with Russian language grammatical rules.

2. THE TRANSFERENCE OF PERFECT ASPECT TO BOTH PERFECTIVE AND IMPERFECTIVE ASPECTS

"He cursed himself for having come, and at the same time resolved that, happen what would, having come, he would carry it through."[1]

Translation : "Он выругал себя за то, что пришел, но тут же решил, что раз уж пришел, то выдержит все до конца."[2] (4)

In (4) in the first case the verb was used as a gerund in perfect aspect by adding the auxiliary word "have" then changed into participle in perfect aspect as well. The verb itself indicates the completed action that still has relevance at the time of mentioning. Therefore, the perfect form of the verbs is used. In accordance with this grammatical tactic, the Russian translation has a perfective aspect that suits the Russian language rules, although it would not indicate a particular action that was completed before another one. Both the gerund and the participle were translated by the same word "came" - prishel. The reason for this choice of a translator is rooted in the Russian language's logic-oriented approach. The main divergence is seen in the defining a completed action by means of grammatical instrument in English and logical indicator in Russian. Moreover, in this sentence, the translator slightly changed the grammatical categories of some original words in order to get an equivalent translation and make an equivalent impression on a recipient. The reason for such grammatical changes is syntactic changes in the translation.

"He had seen oil paintings, it was true, in the show windows of shops, but the glass of the windows had prevented his eager eyes from approaching too near."[1]

Translation: "Правда, в витринах магазинов он видал картины, написанные красками, но стекло не позволяло разглядеть их как следует."[2] (5)

In (5) the perfect aspect of the verbs "see" and "prevent" indicates the experience that was completed in the past and was mentioned in the context of past simple tense, so perfect form is more suitable. The choice of the author stems from grammatical rules of the English language. In comparison with (4) the Russian translator delivers the same idea of perfect tense by means of an imperfective verbal aspect. Although the verbs "vidal" and "ne pozvolyalo" are expressed by a technical imperfective aspect, they denote holistic meaning that suit both perfective and imperfective aspects. The choice of imperfective form might be justified by the fact that the Russian language has a

peculiarity to substitute English perfect aspect by imperfective aspect, too.

3. THE CONTINUOUS PARTICIPLE SUBSTITUTED BY PERFECTIVE PARTICIPLE

"A trick picture," was his thought, as he dismissed it, though in the midst of the multitudinous impressions he was receiving he found time to feel a prod of indignation that so much beauty should be sacrificed to make a trick."[1]

Translation : "«Картина с фокусом», - подумал он, отворачиваясь, и среди новых нахлынувших впечатлений успел почувствовать негодование, что столько красоты принесено в жертву ради глупого фокуса."[2] (6)

In (6) the verb "was receiving" functions as parentheses related to an attributive explanation of "multitudinous impressions". This verb is written in a continuous aspect in order to indicate the uninterrupted process at that particular time and show the overall image of the situation. On the contrary, the Russian translator used the word "nakhlynuvshikh" which is also indicates attributive explanation. However, the translator changed the aspect from continuous into perfective due to the constant lexical meaning of this verb which can not exist in imperfective aspect. Moreover, the word "nakhlynuvshikh" is a past participle form of the verb "nakhlynut" which turns its function into adverbial due to perfection of the aspect. So, the impact of the lexical peculiarity of the word on its grammatical change in translation is shown.

4. GRAMMAR-BASED AND LOGIC-BASED DIVERGENCE OF ASPECT

"The sweat burst through the skin of his forehead in tiny beads, and he paused and mopped his bronzed face with his handkerchief."[1]

Translation : "Капли пота выступили у него на лбу, и, остановившись, он вытер свое бронзовое лицо носовым платком."[2] (7)

In (7) the source form of the verb "pause" is simple, because the chain of events is explained. The author clearly demonstrates the events that took place orderly. Thus, the reason for simple aspect choice can be justified by the fact that simple aspect is typically used in an utterance to reflect the sequence of events by grammatical tactics. Similarly, the Russian translator kept the way of showing the sequence of the events. However, the grammatical difference between Russian and English languages affects the category of translated variant.The word "ostanovivshis" is written in the form of modified adverbial participle inherent to the Russian language that indicates the momentous actions. It is worth noting that the Russian translation has a perfective aspect which demonstrates completed action as well as the English simple aspect does. Nevertheless, while English uses grammatical tactics to show the order of events, Russian uses logical sequence of actions and differentiates their time space. As a result, the intention of the translator was to achieve an equivalent function of the verb by changing its grammatical form, not necessarily aspect according to the Russian language system.

CONCLUSION

This research paper has provided comparative analysis between original and translated versions of the American novel "Martin Eden". The findings have shown how grammatical divergences in aspect occur during the translation from English to Russian languages. One of the main reasons for such grammatical changes is inherent peculiarities of each language. The difference in aspectual systems and internal systems of English and Russian languages lead to aspect change in translation. The analyses have shown how the perfective aspect in source language can be substituted by the imperfective one and vice versa under the influence of context and language peculiarities. Although the English and Russian languages can converge in some cases, they considerably differ in the system of verbal aspects. This paper has shown the main reason for such grammatical divergences in translation and defined it as the intent and focus on preserving source ideas and achieving equivalent translation. It proves a complex interrelation between SL and TL in keeping one direction. Indeed, there might be more capricious and complex cases in choosing verbal aspects for an appropriate translation.

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ACHIEVING PRAGMATIC EQUIVALENCE IN ABAI KUNANBAEV'S "WORDS OF EDIFICATION"

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Abstract: Achieving pragmatic equivalence is an important instrument of translation. The main mission of pragmatic equivalence is to reshape the literal meaning of the source text, and to approach the translation in a broader perspective, taking into account the context and cultural characteristics. In this work, the achievement of pragmatic equivalence in the translation of the book of the Kazakh poet Abai "Words of Edification" is analyzed. By comparing the source text and the translation of the book, the given work presents a discussion on how the pragmatic equivalence was achieved and in what cases it was not.

Keywords: pragmatic equivalence, culture, translation

INTRODUCTION

In an environment where people often communicate and face different cultural characteristics, flexibility in understanding each other is necessary. Language is an important source of communication, while equivalence is an important tool for the successful acceptance of meaning. Equivalence helps to understand cross-cultural meanings better, broaden one's horizons by learning about new unfamiliar terms, and establish a balance in understanding the two sides. Equivalences are different depending on their purpose. But when it comes to the diversity of cultures and their linguistic features, the most appropriate is a pragmatic approach. It's no secret that pragmatic equivalence is a very advantageous option for translation where context and situational features play key roles. As Aruna (2018) noted pragmatic equivalence is the bridge between various cultures, a successful pragmatic translation should combine linguistic skills, a broad outlook, and a high-quality foundation. The valuable heritage of the Kazakh culture «Words of Edification» by Abai, the great Kazakh poet and philosopher, was chosen for the analysis. His 45 quotes, in which he criticizes the people and expresses his dissatisfaction with the government, are a reflection of the state of life of the Kazakhs in the 19th century. Moreover, the «Words of Edification» are devoted not only to the culture but also about the religion of Islam, which at that time was gaining great popularity among the Kazakhs. The proof of this is the widespread use of Arabic-derived words in the book. The original purpose of the analysis is to demonstrate the use of a pragmatic approach in translation by comparison. However, during the analysis of the original text and the translated one, some passages were noticed with the final meaning remaining unclear and requiring introducing the pragmatic equivalence. In such cases, alternative methods and approaches to achieve pragmatic equivalence were presented in the research.

LITERATURE REVIEW

Pragmatic equivalence is the basis for the translation of culturally oriented texts. Since the late 1970s, this branch of linguistics has made it possible to combine different cultures through the understanding of meaning. As it was noted in «Pragmatic Equivalence in Translation», «As a language, translation is an ideal tool for transmission cultural values between nations.» (Aruna, 2018, p. 193) There is always a lot of translator's work behind a successful translation. After all, achieving pragmatic equivalence is not an easy job. An incorrectly translated word can change the whole meaning of the text and leave a lot of confusion behind. Therefore, before starting the translation, it is necessary to carefully study all the nuances, especially cultural ones, so that misunderstandings do not occur. To read about certain terms in advance, and to achieve awareness is the main task of the translator before starting her/his work. Sometimes, special work is required to fully understand the implied meaning and be prepared for any situation. And there are cases when the translator may not translate some words, assuming that they may be familiar to the target audience. This assumption is called presupposition. Since the target audience may be different it is not always the case that the text reaches a full pragmatic understanding in the translated version. In the book «Problems of Literary Translation» presupposition is meant as a «pragmatic gap». The author of the book, Sanchez, considers presupposition as a «fundamental component of linguistic communication» (Sanchez, 2009, p. 117).

Achieving pragmatic equivalence is a process that contains its own set of rules. The most important things are to keep a guideline and work carefully on the context. The text conversion must also take into account the perception of the target audience, the mood and style of the text to convey meaning in one form or another. Also, one of the important rules is cultural norms, the ability to convey subtleties and work with situational aspects. In translation theory, many methods help to cope with the cultural aspects of texts, for example, domestication and foreignization. Although these methods are not directly related to pragmatic equivalence, they can be useful in translating specific words. When analyzing Abai's book, words were found in which the method of foreignization was used. Even though words translated by a foreignization required the achievement of pragmatic equivalence in the analysis, it can be argued that domestication is more related to pragmatic equivalence than foreignization, since its main task is to convey the source text in a more accessible form to the target audience. In short, pragmatic equivalence is when the meaning of the text is prevailing. If the meaning is conveyed to the target audience without difficulty, then pragmatics has been successfully achieved.

Words of edification are the cultural heritage of the Kazakh people, telling the thoughts and sayings of the great poet and philosopher Abai. He devoted his entire career to education, understanding himself, and creating a just and peaceful society. In his poems, one can often find a vocation for education, development, and power, as well as descriptions of good and bad people. «Words of Edification» is one of the unique works that are famous not only among Kazakhs but also among other nationalities, since it has been translated into many languages of the world not once. Of the translated languages English is the most frequent. Comparing the original text with one of the translation versions, it is possible to find many translation techniques used, such as transliteration, transcription, and generalization. Since Abai's book is closely related to cultural and religious aspects, in his words of edification it can be seen that in many cases the translation was made relying on context, cultural, and situational points of view.

DISCUSSION AND FINDINGS

This article contains a list of passages illustrating the correct use of a pragmatic approach in translation. It has been divided into three groups: the first is religious vocabulary, that is, words that are of Arabic origin. The second is cultural vocabulary, which also includes Kazakh phraseological units, that clearly show the pragmatic equivalence. Abai Kunanbayev used words of Arabic origin very actively, especially words related to Islam. For example, the word «ahiret» was very often used in words of edification. If translated from Arabic, the word «ahira» has the meaning «what happens after», and it represents the concept of the afterlife. This word in the book was often translated differently depending on the context, which already proves its correct pragmatic equivalence. More specifically, in the 4th word ahiret was translated as «in the face of death», in the 10th word the translation turned out to be «next world», and in the 38th word a more accurate translation was given in the form of «life eternal before the grave». Here it can be noted that pragmatic equivalence has been achieved, even if, looking at the context, this word received a different translation, but the meaning remained the same. The next example of a word of Arabic origin whose translation has achieved pragmatic equivalence is «darulharap», found in the 25th word. According to the dictionary, «dar al-Harb» refers to the territories of non-Muslims and also has the meaning of «territory of war». In the translated version of the 25th word of edification, darulharab was translated as «irreligious land», which in the context implies a place where religion is not Islam. There are many religious words in the 38th word, and one of them is «mahshar», which according to the Islamic faith means the day of gathering people on the judgement when people will be responsible for all their actions on earth. In the words of edification, this word received an almost similar translation in meaning as «the day of judgment». The next example is the word «hikmet», which was also often found in the book. This word can be described as wisdom, knowledge, or mystery. In the 25th word, hikmet was translated using the generalization technique as «spiritual riches», which generally includes all the meanings of the word hikmet. In these examples, one can see how pragmatic equivalence is achieved through contextual adaptation.

The next subgroup is words with a cultural aspect and some phraseological units that have been translated to achieve pragmatism. The word "myrza" occurs in the 22nd word. This word occurs many times, but the translated version was made using the transcription method, that is, the word was written only in English letters. It is difficult to say that pragmatics has been achieved here, since readers may not understand the meaning of the word from. But in the middle of the text, this word acquired its equivalence as «truly generous one». This option is already a pragmatic equivalence since the meaning of the word is clear. In the 40th word of edification, the word «tokal» is found. This word has a cultural aspect, in Kazakh culture, the second wives of husbands are called tokal, in the text this word was translated as «junior wife», which also refers to culture. If this word were translated as «second wife», it would not satisfy the cultural aspect, since being a second wife, tokal cannot take the place and status of the first wife, therefore it is best to translate it as «junior wife.» This word has achieved pragmatic equivalence due to the flexibility of translation in cultural adaptations. The Kazakh language has a wide vocabulary, and tropes such as metaphors and comparisons are actively used in the artistic language. When translating artistically designed words, translators need to be extremely careful and attentive. For example, in the 26th word from the book, the expression «bittey narse» occurs. A kind of comparison path is used here, that is, the importance of any thing is compared with the size of the lice. If translated literally, the expression «bittey narse» will look like «a thing that is like a louse», which is a completely incorrect translation. Fortunately, in the translated version of the word of edification, this expression turned out to be a «trifling reason», which is an absolute achievement of pragmatic equivalence, since it has retained its meaning both in the source and target text. Phraseological units also require special attention when translating them as they usually carry a figurative meaning. Phraseological units are very common in Abai's book, and many of them have been successfully translated. One example is «aueli mal tabu kerek». If translated literally it will look like «first you need to find an animal», which would not convey the meaning of this phraseology at all. In ancient times, in the Kazakh language, the word «mal», which translates as «animal», was often used in the meaning of the word money and financial state. In this context, the word means wealth. The translated version of the phraseology in the book turned out to be «we have to acquire wealth», which is an accurate transfer of the meaning of the expression. Using this example, it can also be noted that, while translating, it is important to take into account not only situational, and cultural, but also historical norms and backgrounds. When achieving pragmatic equivalence, it is important to be able to preserve speech acts, and accurately convey not only the meaning but also the mood and intention of the word. In the 30th word of edification, there is an expression as «Kiylyp kana kalayin!», which is conveyed as a desire which is not implied. In this context the author conveys the desire for death right in the place and, accordingly, the translation turned out to be «Let me be slain on this very spot!». Pragmatic equivalence has been fully achieved and this can be shown in many aspects, for instance, not only the meaning but also the speech act is preserved here, that is, the form and mood of transmission (in this case, it is the desire) of an expression.

There are translations in which the pragmatic equivalence has not been sufficiently achieved. For example, in the 22nd word from the book, many words have not reached the equivalence, one of these words is «bai», the translation of which is the word «rich, wealthy person». In the translated version, bai was transformed into «bey». This translation leaves behind a lot of misunderstandings, for example, reading «bey», the Turkish language comes to mind first, since in Turkish the word «bey» has the meaning «sir», this word is mostly used to refer to respectable people. If we take the meaning of the word «bai», which Abai uses in his book, it implies corrupt officials, those who use their status in a bad way. Therefore, pragmatic equivalence is not sufficiently achieved here. The next word is «bolys» which was translated as «volost». The word bolys has two meanings in the Kazakh language. The first is the governmental division of the territory during the Russian Empire's rule in the Kazakh land. Bolys was also considered as a position, that is, the people who ruled these territories were called «bolys». The words of edification use the second meaning of this word, and it has been translated as «volost chief». What can be wondering isthe Kazakh word being turned into a transcribed Russian word when translated. I would give my translation to the word bolys in its first meaning as «administrative division», and in the context of the position the translation would come out as «ruler of the division». Another word that has not achieved pragmatic equivalence is the word «biy». In the translated version, the method of foreignization was used, so that the word remained unchanged. Foreignization can be attributed to the elements of pragmatics; however, the meaning remains not fully understood. «Biy» could be translated as «Kazakh judge», immediately showing the implied meaning.

CONCLUSION

The goal of this research paper was to show the achievement of pragmatic equivalence by comparing the original language with the language of the product in Abai's book «Words of Edification». After having explained the importance of achieving pragmatic equivalence and showing the methods of ding it, it can concluded that the translators have completed their main mission, which is to give a translation that will be equal in terms to the source language, bearing in mind cultural and religious aspects. Having studied the translation methods and tools that contribute to high-quality translation, we can say that they emphasized the importance of pragmatic equivalence in translation. They also showed the aspects of responsibility that translators bear when converting a text.

Providing own translation in passages where equivalence was insufficiently achieved played an important role in the course of research. The analysis of the text proved that taking into account cultural nuances and being aware in advance of translating is extremely important and necessary in achieving pragmatic equivalence. Translating should go together with decorating words with «colors». Pragmatic equivalence is not only about translating words, but it is also about creativity, where translators do everything to ensure that the target audience reaches a complete understanding of the text. As already mentioned, pragmatics is a bridge between cultures, it is also an integral part of translation that can unite different cultures in one wave. Thanks to pragmatic equivalence, people can easily learn about different cultural characteristics without any misunderstanding.

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AUDIOVISUAL TRANSLATION: STUDIES AND CHALLENGES

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Abstract: Currently, audiovisual translation is gaining popularity due to the variety of video content on streaming platforms, the Internet and cinema. Despite the fact that there is a variety of scientific research in the field of audiovisual translation, its quality and methods of analysis, this area of research still has blind spots. This article discusses studies that talk about current problems of audiovisual translation, its techniques and methods for assessing quality. This review article is for informational purposes and can be used by students of the specialty Translation Studies, as well as practicing audiovisual translators to provide quality content.

Key words: audiovisual translation, subtitling, dubbing, voice-over, translation quality

INTRODUCTION

In the context of globalization, it is a necessity to ensure interaction between speakers of different nationalities and cultures. Currently, a large amount of media content is produced in foreign languages, such as films, TV series, reality shows, broadcasts, which creates a new task for translators - providing the masses with audiovisual translation. Audiovisual translation, in turn, is important for erasing language barriers between representatives of different cultures and speakers of different languages. In other words, the relevance of audiovisual translation in the CIS countries is to integrate foreign content into the Russian-speaking society (Akulina, 2017).

The concept of ‘audiovisual translation’ first appeared in the mid-1950s, but it has been called differently from the mid-20th century to the present day: film translation, language transfer, screen translation, multimedia translation (Gambier, 2014).

As Gambier (2014) states, audiovisual translation is based not only on linguistic aspects, but also takes into account visual and auditory signs. The author associates the development of digitalization with the active spread and emergence of new and diverse types of audiovisual translation, such as subtitling, voice-over translation, dubbing, and others. In this regard, the field of research on audiovisual translation has expanded and it has become clear that to study different types of it, a separately developed methodology is needed (Timko, 2023).

Despite the fact that the discipline of audiovisual translation has been introduced in higher educational institutions of Kazakhstan as part of undergraduate and graduate programs in the specialty Translation Studies, this area is still new and developing (Kaliyeva, 2023). There are not many specially trained specialists in this field in the country and, in this regard, subtitle translation and voice-over translation are often carried out by amateurs (Tulepova, 2022).

The purpose of this article is to review the current problems of research in the field of audiovisual translation, having studied the existing theoretical framework and scientific literature published over the past years within the framework of this topic.

LITERATURE REVIEW

DEVELOPMENT OF AUDIOVISUAL TRANSLATION

The increasing consumption of audiovisual content contributed to the development of audiovisual translation which is gaining popularity over other types of translation (Cintas, 2003). The emergence of audiovisual translation as a distinct discipline within translation coincided with a period when the film industry began to shift from silent films to films with sound, often referred to as ‘talkies’ (Valdeón, 2022). Production of such talkies with verbal language brought changes to the film industry and the preferences of viewers. Thus, in some countries, such as Spain, directors resorted to re-releasing existing films in Spanish language for the targeted audiences. Pedersen (2010) called this process ‘versioning’ as remade films often were considered other versions of the existing ones. However, the budget and the script of the remade versions differed considerably in comparison with the original products (Valdeón, 2022). Nonetheless, this scheme of re-releasing the film was costly and time-consuming. That is why, in the 1930s, large film studios introduced dubbing as an effective solution to the problem of remaking entire films. Spanish-speaking audiences were among the first to witness dubbed films, as many films produced in English began to be dubbed in Spanish (Valdeon & Del Carmen África Vidal Claramonte, 2018).

Diaz-Cintas (2003) states two reasons that boosted the development of AVT: the first one is that the perception of audiovisual content is easier and it can reach broader audiences; the second is that translated and dubbed products are made in order to transfer or distribute to other countries population of which usually does not speak or know the original language of the product. The latter reason is directly related to non-English-speaking European countries that purchase vast amounts of translated audiovisual content from external countries. Despite the huge amount of translated audiovisual content purchased, the European Union and some European countries still expressed their indignation in discussions of the liberalization of the audiovisual market. The reason for this was the aspect of audiovisual content to reach vast audiences as consumption is growing quickly, thus becoming a powerful tool for manipulation (Diaz-Cintas, 2003).

Multimodal features of communication in the 21st century contributed to the development of AVT in dubbing and voiceover which were considered comparatively less demanded than subtitling. This boost is facilitated by the indicator that 80% of all content on the web is audiovisual, therefore promoting AVT in many genres and kinds of media productions (Lister, 2019 as cited in Díaz-Cintas, 2020).

AUDIOVISUAL TRANSLATION TYPES

In the era of Globalization, a lot of video content is created in the multimedia space in various languages of the world: movies, TV series, TV shows, educational programs and so on. As Lutkov (2016) rightly noted, audiovisual translation is applicable to materials which contain two components at once: visual and audio. The main task of AVT is to convey information to the target audience as efficiently as possible. Despite the fact that audiovisual translation is not a fully developed concept within CIS countries, we can divide it into three main types:

· DUBBING

This is a type of audiovisual translation where the translator should provide a translation option that matches with articulation of the characters. It is necessary because an original speech soundtrack is completely replaced by the translated one, i.e. undergoes phonetic synchronicity (Gorshkova, 2006). It is generally accepted that dubbing is a censored translation because the recipient receives already processed content and does not know what the difference with the original version is. In translation for dubbing, content is adapted to the target language and culture as well as minimizes the foreignness of the original (Sapozhnikov, 2004).

· VOICE-OVER

Translation for voice-over, also known as pseudo-dubbing, is a type of AVT where the original speech soundtrack is muffled to minimal audibility, and the track with translated cues is superimposed on top and is easy to hear. Alekseeva (2004) draws a parallel between voice-over and simultaneous translation, because in both cases the translator receives information through the headset and translates it into the target language. Often translators read the translation themselves, and the reading should end a few seconds before the end of the original line (Diaz-Cintas, 2004).

· SUBTITLING

As Diaz-Cintas (2004) states, subtitling is a printed text, usually displayed at the bottom of the screen. According to Grishina (1994), a subtitle is an inscription located at the bottom of the frame, most often it is a short translation of foreign language content into the target language. However, subtitles can be both interlingual and intralingual, in order to improve the perception of information through a visual channel, for example, for people with disabilities (Egorova, 2019). Conversations, captions, verbal aspects related to the plot, musical accompaniment are subjects for subtitling. Although the text should be concise, its main task is to convey the meaning and style of character's manner of speaking (Lutkov, 2016).

AUDIOVISUAL TRANSLATION STUDIES

Digitalization and globalization contributed to the distribution of audiovisual content across the world. This shed light on the growing demand for research in audiovisual translation. AVT has been subject to research among emerging fields for almost sixty years now (Chaume, 2018 as cited in Greco et al., 2022). Despite the fact of the existence of AVT since the 20th century as a field it has not been explored sufficiently (Diaz-Cintas & Szarkowska, 2020). Originally, AVT was associated with types of research that focused on technical features of AVT and considered this type of translation somewhat constrained (Zanotti, 2022 as cited in Valdeón, 2022).

The overwhelming majority of AVT studies were situated around the works of translators from European countries. Thus, many AVT researchers rely on the works of academics such as Chaume and Matamala (Spain), Giovanni and Zanotti (Italy), and Gottlieb (Denmark). On the other hand, considerable contributions to AVT studies were made by Chinese scholars. Lu's (2021) work on the comparison of differences between subtitles made by professional translators and subtitles made by fans presented unexpected findings, hence increasing researchers' interest in fansubbing (Valdeón, 2022).

In the mid and late 20th century, considerable research in the field of AVT included a wide range of products, ranging from movies to news translation. However, in the twenty-first century, the field of AVT has begun to specialize and divide into separate specific branches. The division was between fictional and non-fictional media products and at the present AVT is mostly associated with the translation of fictional products. Gambier and Gottlieb (2001) refer to this type of translation as media translation or screen translation.

One of the tendencies in AVT research was built on debating whether dubbing or subtitling was the most appropriate mode of AVT. Numerous studies were conducted to investigate audiences' habits and preferences. Luyken et al. (1991) claim that the superiority of modes is directly related to the preferences of viewers and the audience usually chooses the prevalent mode of AVT, while Díaz-Cintas (2020) states that in countries where dubbing is prevalent, the audience prefers to watch subtitled versions of audiovisual products. This is explained by viewers' interest in learning the source language of the content.

DESCRIPTIVISM AND EXPERIMENTAL RESEARCH

Dynamic studies on AVT since the early 1990s have often been based on descriptivism or descriptive analysis. In many cases, such studies did not take into account the perceptions of viewers (Diaz-Cintas & Szarkowska, 2020). Descriptive translation studies were appropriate as the main goal of the research was to analyze the audiovisual product and identify norms and modes that would be suitable. The dominance of descriptive analyses was due to insufficiency in studying relations between AVT and sociolinguistics or other branches. Later researchers started to focus on particular themes related to linguistics, such as the translation of humour or obscene language or cultural references (Bogucki, 2020).

Experimental approaches in AVT studies comprise different methods researchers have applied recently. Fansubbing and fandubbing are drawing the interest of researchers in the field due to the increasing practice of such types of AVT. Among other theoretical frameworks, action studies were distinct. Supporters of this approach believe that the research focus should be shifted from analyzing texts to analysing the impact of translated products on the audience (Bogucki, 2020).

The shift from descriptive analysis to experimental approaches gave a boost to cognitive studies as well. Scholars and researchers started applying mixed methods involving various technologies and tools in studies. For instance, eye trackers and electroencephalography. The rationale for choosing these developments lies in the ability to analyze viewers' perceptions and translators' experiences at the same time (Diaz-Cintas & Szarkowska, 2020). Experimental research allows researchers to examine already existing methods along with testing newly invented technologies and advances. The introduction of innovative technologies facilitated the further development of reception studies in AVT.

RECEPTION STUDIES

Wu and Chen (2022) review the corpus-driven approach along with methods and tools that can be applied in reception studies of AVT. One of the methods is empirical studies of viewers' subtitle reception. Studies focused on subtitles emerged in the 1980s and most researchers used eye-tracking and questionnaires, while some preferred direct observations or interviews. Questionnaires allow researchers to collect information from broad audiences, however, only interviews can provide an in-depth understanding of viewers' perceptions. Both methods are designed for collecting information only after viewing the product, therefore eye-tracking direct observations play an important role in capturing viewers' perceptions at the moment of watching. It is worth mentioning that many researchers prefer to conduct mixed studies by using several methods (Wu & Chen, 2022).

CHALLENGES IN AUDIOVISUAL TRANSLATION

This chapter overviews the difficulties of audiovisual translation. We will consider mistakes that can be made by translators during dubbing and voice-over, basing on some the examples of film translation.

Dubbing is a type of translation in which lines are translated from a foreign language and then voiced by actors. Dubbing was created to the viewer has the feeling that he or she is watching a movie in native language; not only the meaning of what is said must be preserved, but the translation must also coincide with the articulation on the screen (Solovieva, 2020.)

It must be remembered that there are two main components of any film: verbal and non-verbal (Lotman, 1973). Zabalbeaskoa (2008), in turn, identifies such components as audio-verbal (dialogues), audio-non-verbal (music), visual-verbal (inscriptions), and visual-non-verbal (images.)

AUDIO	VISUAL	
Dialogs Easy to hear	Written words	VERBAL
Music	Pictures Images	NON-VERBAL

Table 1. Audiovisual text components

One more significant concept in the field of AVT is Dynamic Equivalence, proposed by Nida. To maintain it, the translator must understand who the target audience of the translated content is. It is necessary to provide the recipient an opportunity to understand the information correctly (Nida, 1964). As audiovisual translation is comparably new direction in translation world, translators are prone to make mistakes. The nature of mistakes can be different. Garbovsky (2007) states that semantic mistakes are widespread, he also associates it with misunderstanding of source text.

A common mistake in dubbing is the translation of a pun. Guardians of the Galaxy is a prime example of these mistakes. There is a scene in the film where Peter calls everyone losers. Drax is surprised by this because loser in the eternal understanding is an unlucky person. After that Peter explains to him that loser comes from the word lose - who has lost stuff.

Original (EN)	Dubbing (RU)
‘Losers. Folks who have lost stuff.’	Я вижу неудачников. Тех, кто в жизни что-то потерял.

Table 2. Phrase from Guardians of the Galaxy

In this case, the translators did not preserve the original pun when translating into Russian, thereby failing to convey the flavor of the quotation. Thus, a general linguistic omission was made in the dubbing of a specific replica (Rozhkov & Mamonova, 2019).

Another example of a gap in dubbing is the scene in Harry Potter and the Philosopher's Stone where Harry receives a cake from Hagrid. There is no articulation component in the frame due to the fact that Harry's mouth is not visible; only a close-up of the cake is visible in the frame. In the Russian dubbing, this moment was translated and spoken in Harry's voice, but the meaning of the phrase on the cake itself was completely changed.

Original (EN)	Dubbing (RU)
Happee birthdae Harry	Спасибо!

Table 3. Phrase from Harry Potter and the Philosopher's Stone

In the dubbing, Harry said the phrase ‘Thank you.’ As noted above, all information that relates to the plot is subject to audiovisual translation (Lutkov, 2016). The misspelled phrase on the cake allows the viewer to see Hagrid's ignorance of spelling, but it was not translated into Russian in any way.

Challenges often occur in voice-over translation. This is a less financially expensive type of AVT, in contrast to dubbing. According to the technical requirements of voiceover translation, the replica in target language must begin and end simultaneously with the original one, and the tempo of speech must also match (Rozhkov & Mamonova, 2016). Researchers offer an example of the dialogue between Susan and Alicia from the comedy ‘Love and Friendship’ to consider violations of these conditions.

The authors highlighted in bold the parts of phrases that were not voiced in Russian, which means that the translated text, although it retains the original meaning, is more concise than the source. The consequence of this mistake is that during the voice-over, the Russian speech ends, but the audience continues to hear the rest of the original

phrase, which is incorrect from a technical point of view and the perception of information by the audience.

Original (En)	Translation (Ru)
C.: I have not gone to the trouble of retrieving Frederica from Parklands to again be thwarted. Maria Manwaring may sob, Frederica may whimper and the Vernons may storm, but Sir James will be Frederica's husband before the winter's out. A.: You brilliant creature. C.: Thank you, my dear. I am done submitting my will to the caprices of others. Of resigning my own judgement in deference to those to whom I owe no duty and have very little respect.	.: Я без труда забрала Фредерику. Но тут тоже всё сложно. Менверинг, Верноны. Сэр Джеймс должен взять Фредерику в жёны до весны. А.: Вы настоящий гений. С.: Спасибо, дорогая. Мне надоело подчиняться чужим капризам. И выслушивать суждения тех, кого я совершенно не уважаю.

Table 3. Dialogue from Love and Friendship

CONCLUSION

In conclusion, audiovisual translation is a significant part of the film industry and remains a relevant field that continues to attract researchers' interest. In the CIS countries, it is on the way to development, and it cannot be achieved without sufficient and thorough research on the features and challenges of AVT. The growing number of studies in the field contributes to the development of the field and sheds light on the challenges translators face in the process of translating audiovisual content.

It also should be noted that audiovisual translation is a complicated task. The most common challenges are incorrect translation decisions made by translators in the process of work as these decisions entail mistakes and inaccuracies. That is why the output is a film product with a distorted meaning (for example, dubbing of humor, pun, etc.) or technically incorrect design (the difference in the size of the original and translated lines for voice-over translation), which interferes with the correct perception of the plot by the target audience.

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GRAMMATICAL DIVERGENCES IN TRANSLATION: SYNTACTIC ASPECTS IN KOREAN AND ENGLISH

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Abstract: The syntactic aspects of grammatical divergences in translation between Korean and English are examined in this research paper. This study intends to shed light on the difficulties and complexities faced by translators when navigating these two linguistically distinct languages by analyzing the structural differences in sentence formation and word order. By means of an examination of chosen texts, the article explores the theoretical foundations of syntax, clarifying how variations in grammatical structures affect the accuracy of translations.

INTRODUCTION

A nuanced comprehension of both the source and target languages is necessary for translation because it involves a complex interplay of linguistic nuances. This paper explores the syntactic features of grammatical divergences in Korean to English translation. The target is to explain the subtle differences in word orders and sentence structures between these languages and how these differences affect translation fidelity and coherence. The objectives are to pinpoint significant syntactic differences, investigate the theoretical foundations of syntax, and examine particular instances in translated texts.

LITERATURE REVIEW

Understanding the theoretical foundations of the syntactic structures in both Korean and English is essential to appreciating the difficulties encountered in translation.

Subject-verb-object, or SVO in English linguistic sources, is the most frequent pattern for fundamental word sequence in English sentences. Example: I speak English. The sentence's subject comes first, followed by the predicate; the predicate comes next to the subject; the object comes after the predicate; the adverbial modifier comes after the object or after the verb if there isn't one; the adjective attribute comes before the noun (Useful English: Basic Word Order, n.d.). Example: I learnt a new English word yesterday.

On the other hand, because of the Subject-Object-Verb (SOV) structure of the Korean language, verbs and adjectives come at the end of sentences (Jang, 2023). In other words, you introduce the verb last, and then the subject, objects, and so on. The Korean sentence is divided into two halves: the first introduces the subject and object, and the second describes the action that takes place between them (Tan, 2023). As a result, the previous sentence would be

structured as «I yesterday a new English word learnt» (저는 어제 새로운 영어 단어를 배웠어요).

With verbs making up one-fifth of the vocabulary, Korean verbs are expressive and varied. They consist of verbs, adjectives, adverbs, and prepositions. An average sentence contains 300 different ways to express grammar. Some of these are conjunctions, punctuation, or emphasis (Hsiang, 1950). In short, Korean is an agglutinative language that uses verb endings and particles to express intricate grammatical relationships.

In contrast, word order and auxiliary verbs are important in English, which is primarily an analytic language (Waterman, 1957). Syntactic structures in the English language describe how words and phrases are arranged to form coherent sentences. Syntactic difficulties during translation occur from these basic differences.

To sum up, the literature study offers a thorough background for our research on syntactic difficulties in translation between Korean and English. We position our examination within a larger understanding of the theoretical factors that affect the nuances of syntactic modifications in the translation process.

DISCUSSION AND FINDINGS

The analysis will be done on the dialogue number 21 from the textbook «Talk To Me In Korean», where immediately after each dialogue an English translation from the publisher is provided. The analysis will examine the structure of the sentence, the sequence of words and address ambiguities in translated texts.

ANALYZING SENTENCE STRUCTURES

Examining the sentence structures in both languages is the first goal. In contrast to English, Korean frequently ends sentences with verbs. If this distinction is not properly addressed in translation, it may result in ambiguities and misinterpretations.

(1): 왜 항상 시험 때가 가까워져서 후회할까?

Translated version: Why do I always regret not studying in advance when the exam draws near?

This sentence is a vivid example showing the change in the structure of the supply in translation. It is a complex sentence consisting of one dependent and one independent clauses. In Korean the independent clause comes after the dependent, and the verb follows the noun it governs (Hsiang, 1950). In the English language, the dependent part can stand both before and after the independent clause.

Initially, the Korean sentence is structured as “why always, when the exam draws near, I regret not studying in advance?”, “when the exam draws near” (시험 때가 가까워져서) is dependent, and “why always do I regret ” (왜 항상 후회할까) - independent. It is impossible to say the same in English, so for a more natural sound in English, the textbook changed the structure of the sentence to «Why do I always regret not studying in advance when the exam draws near?» which makes the sentence «reverse».

The verb «할까» (regret) comes at the end of the original Korean sentence, after the subject, object, and a few clauses. This follows the word order in the Korean SOV. The word order is changed to SVO in the English translation, which follows standard English syntax. While adhering to English syntactic conventions, the restructuring preserves meaning.

(2) 평소에는 시험 때 되면 벼락치기 할 생각만 하고, 막상 시험때가 되면 평소에 공부 안 한 걸 후회하게 돼.

Translated version: Usually, I just think of cramming for the exam, and when the exam period actually comes around, I regret not having studied at normal times.

In this case, the Korean sentence uses a compound-complex sentence structure, consisting of several clauses and a variety of verbs. The sentence's original structure is preserved in the English translation. The translated text skillfully preserves the general organization while only rearranging parts to conform to the English SVO sequence. The difficult part of translating the original is capturing its subtleties, like the timing of various actions, which calls for precise syntactic changes for coherence and clarity.

(3) 하나도 안 자고 가면 그다음 날 항상 졸아.

Translated version: If I don't sleep at all the night before, I always doze off the next day.

The Korean conditional sentence adheres to the SOV structure and ends each clause with the verbs «안 자고 가» (do not go to sleep) and «졸아» (doze off). The sentence is rearranged into a SVO order in the English translation.

The ending "면" (if) at the end of the verb is a grammar for making condition, and after this grammar the continuation of a sentence is needed; so it is impossible to say "그다음 날 항상 졸아 하나도 안 자고 가면". Since both meanings can be expressed in English, the translated version could also be interpreted as «I always doze off the next day if I don't sleep at all the night before.»

In order to accurately convey the original meaning while maintaining fluency in English, these adjustments are required. Rearranging components to conform to the grammatical rules of the target language is known as syntactic variation.

These instances show how translators must negotiate and adjust to syntactic differences between Korean and English while maintaining the original text's nuances and intended meaning. A review of several text samples shows that it can be difficult to keep the original word order, forcing translators to choose carefully in order to maintain coherence and meaning.

Examining word order variations

The second goal is to compare and contrast word orders in Korean and English. English follows a SVO structure, whereas Korean uses a SOV order. Furthermore, the usage of functional parts of speech in these languages also differs significantly. The way in which elements are rearranged to correspond to the syntactic standards of the target language shows how this distinction affects translation.

(4) 나는 시험 전날 벼락치기 절대 못 해.

Translated version: I can never cram for a test the day before.

In (4) a clear structure of SOV word sequence can be seen. "나는" (I) - subject, "벼락치기" (cramming) - object, " 못 해" (can not do) - verb, "시험" (test) - attributive noun, "전날" (day before/previous day), " 절대" (never/absolutely) - adverbial modifiers.

The phrase «I exam the previous day cramming never could't do» appears if the translation to English is attempted while maintaining the word order as it appears in Korean. This version demonstrates how completely senseless it is, so in order to translate a proper sentence, it is necessary to take this feature into account.

The primary grammatical difference is in the verb's placement, which requires rearranging in the translation. The intended idea is still effectively conveyed despite the alteration.

(5) 4과까지만 공부한 거야?

Translated version: You only studied up to chapter 4?

As in (4), in this sentence structure SOV with the verb «공부한 거야» (studied) is placed at the end. However, there is such a thing as pronoun omission. This kind of phenomena is mainly limited to informal speaking and happens frequently. There is no subject (I) in the original statement; simply an object (chapter 4), a preposition

(until), and a verb (study). A subject or verb is usually required for an English phrase for the purpose of the logical sense, therefore the person performing the action of «study» must be added. So the final translation of this example is «You only studied up to chapter 4?". Moreover, it is important to consider how the preposition is used in the two languages. In Korean, the preposition is linked to the object (noun only) as the ending; however, in English, it comes before the object following the verb. As a result, in certain instances, the object (4과) and the preposition (까지) must be reversed when translating into English.

It should be noted that the auxiliary verb «did» was omitted because this is a clarifying phrase and a discourse. An alternative translation of the offer might be «Did you only study up to chapter 4?» While maintaining the main idea, the translation modifies the word order to conform to English conventions. The verb's placement is the primary syntactic variable.

(6) 나는 63페이지라고 써 있는데?

Translated version: My note says it's page 63.

Considering that both parties have reported speech while maintaining their shared SOV and SVO structures, this sentence is comparatively simple. «일고 써 있는데» (It is written that) is the last expression in the original sentence. «라고» is the ending grammar structure for nouns in the reported speech in present simple. However, «My note says it is» is what appears first in the English translation. Both lexical and grammatical decisions present a difficulty in this instance because the translator must faithfully convey the intended meaning.

The analysis clarifies the syntactic modifications made to maintain the translated text's natural flow. These illustrations show how translators must pay close attention to syntactic differences in word order between Korean (SOV) and English (SVO). To guarantee that the translated text flows naturally, translators must skillfully modify the structure and word order while maintaining the semantic content.

ADDRESSING AMBIGUITIES IN TRANSLATED TEXTS

The third goal is to deal with any ambiguities that might result from syntactic divergences. Maintaining coherence and clarity can be difficult for translators, particularly when working with complex sentence structures. Techniques like rearranging, reorganizing, or adding more background are used to reduce any possible ambiguities. A closer look at particular instances demonstrates the complexities of syntactic choice in translation.

(7) 왜 항상 시험 때가 가까워져서 후회할까?

Translated version: Why do I always regret not studying in advance when the exam draws near?

The sense of the Korean sentence is successfully conveyed in the translated version. Nonetheless, the phrase «in advance» has the potential to be ambiguous. Different readers may understand it in different ways. The translator might think about adding a timeframe, like «regret not studying well ahead of time,» to improve clarity.

(8) 평소에는 시험 때 되면 벼락치기 할 생각만 하고, 막상 시험때가 되면 평소에 공부 안 한 걸 후회하게 돼.

Translated version: Usually, I just think of cramming for the exam, and when the exam period actually comes around, I regret not having studied at normal times.

The main idea is successfully demonstrated in the translated version, although the term «at normal times» may not be clear to all readers. Either stating «during regular study sessions» (막상 시험때가 되면) or defining regular study periods would help to clarify it.

(9) 하나도 안 자고 가면 그다음 날 항상 졸아.

Translated version: If I don't sleep at all the night before, I always doze off the next day.

In comparison to the original text, the translation is mostly understandable and does not lead to any misunderstandings, as structure and vocabulary are saved.

(10) 나는 시험 전날 벼락치기 절대 못 해.

Translated version: I can never cram for a test the day before.

Although the translation is clear, the meaning of the word «cram» may vary slightly depending on the context. For more clarity, the translator could use a synonym like «study intensively.»

Through resolving any potential ambiguities, the translated texts are guaranteed to be clear to the intended audience both contextually and linguistically.

CONCLUSION

This study highlights the significant influence of syntactic differences on translation, with a particular emphasis on the interaction between Korean and English. Theoretical investigations have shown that these languages' grammatical structures are fundamentally different from one another. English is distinguished by its Subject-Verb-Object (SVO) structure and analytical character, whereas Korean is distinguished by its Subject-Object-Verb (SOV) order and particle reliance.

A more complex understanding of the difficulties translators encounter has been made possible by the examination of particular cases. A careful balance is needed when performing the complex dance of moving words around and reorganizing sentences to conform to the syntactic norms of the target language. We saw how the «Talk to me in Korean» textbook translator handles these syntactic nuances, deciding how best to maintain meaning, coherence, and cultural appearances, example by example.

The analysis of sentence structures made clear how important it is to change the word order in order to guarantee a smooth language transition without compromising fidelity. The translated texts follow the target language's syntactic rules while effectively communicating the intended meanings. But as the analysis of word order variations reveals, these modifications entail more than just minor linguistic nuances; they entail a meticulous reworking of the story to preserve its organic impact and flow.

It is crucial to resolve any possible ambiguities in the translated texts. Although the translations mostly convey the meaning of the original Korean sentences, care must be taken to ensure that clarity and context are maintained. The complexities of language and culture necessitate careful consideration; translators are encouraged to look beyond literal translations and explore the nuances that contribute to accurate and culturally relevant communication.

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THE ROLE OF CULTURAL INTELLIGENCE ON COMMUNICATION EFFECTIVENESS AMONG TOURISM AND HOSPITALITY STUDENTS

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Abstract: The present study aims to investigate the significance of Cultural Intelligence (CQ) and its impact on communication effectiveness within the context of Kazakhstani students enrolled in tourism and hospitality majors, particularly those who had a chance to participate in the Work and Travel program in the United States. This research employs the combination of experiential insights (personal narratives), expert interviews, and an in-depth literature review to focus on gaining a clearer vision of the dynamic interconnection between cultural intelligence and effective cross-cultural communication ways. Structured interviews were conducted to collect participants' perspectives and reflections on their interactions with foreigners. Patterns, challenges, and successful strategies employed by students during their internships were unveiled using qualitative data analysis. This research contributes not only to academia but also offers a practical domain to improve the preparedness of future professionals in the international tourism field by giving practical recommendations on enhancing cultural intelligence.

Keywords: Cultural Intelligence (CQ), communication effectiveness, Work and Travel program, tourism and hospitality students, qualitative research.

INTRODUCTION

At the beginning of an era dominated by globalization, the ability to navigate effectively across cultural barriers has become an essential skill to learn, mostly in the area of hospitality and tourism where numerous cultures connect on the professional landscape. Cultural intelligence is defined as a person's capacity to function well in culturally varied environments, and it includes cognitive, motivational, and behavioral components (Earley and Ang, 2003). With a focus on the personal experiences of MNU students who were engaged in an international context, this study seeks to highlight and prove the importance of CQ for effective cross-cultural communications by using a stable theoretical foundation in the literature review part and strengthening it all with manifests in real-world scenarios. The study's discussions and findings revealed recognizable trends, and by integrating recommended improvements, students, industry professionals, and officials will gain vital new views.

Research aim: The purpose of this research is to identify the benefits of Cultural Intelligence in building effective communication based on the experience of Work and Travel program participants.

Research question: How would the knowledge of cultural backgrounds and high

Cultural Intelligence benefit MNU Tourism and Hospitality students in Communication Effectiveness?

H_1: Participation in the Work and Travel program has been linked to increased cultural intelligence among tourism and hospitality students.

LITERATURE REVIEW

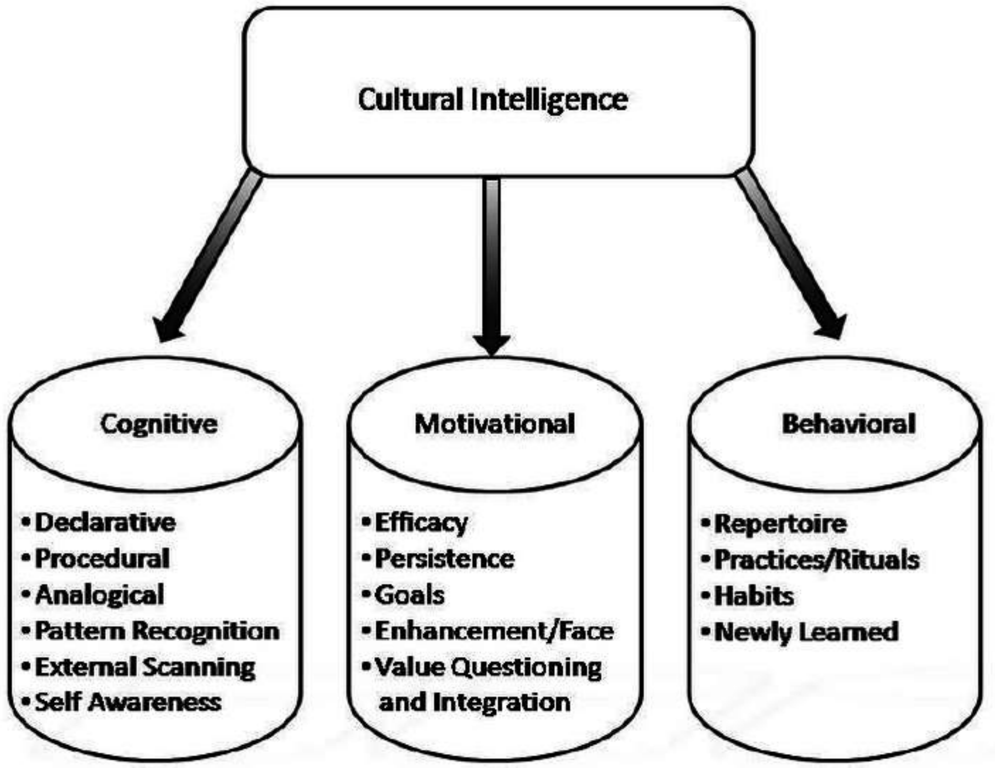
The term cultural intelligence (CQ) was first described in the book «Cultural Intelligence: Individual Interactions Across Cultures", which was written by P. Christopher Earley and Soon Ang in 2003. It provides a thorough exploration of the CQ concept and its applications in human interactions. Authors write that CQ refers to a person's capability to successfully adjust to a new culture and it is based on 3 main verges such as cognitive, motivational, and behavioral.

First, an individual's self-image and understanding of cultural differences and similarities is the cognitive component. People must be cognitively flexible, which entails continuously modifying their self-ideas to new circumstances, to successfully adapt to a new culture.

Second, the motivational dimension describes a person's degree of interest, tenacity, and self-assurance in their capacity to perform well in environments with various cultural norms. According to Earley and Ang (2003), there are 3 ways to boost motivation for cross-cultural interactions: fostering an environment that is conducive to it; enhancing the motivations that encourage a person to interact with people from different cultures; and reducing the barriers.

Third, the behavioral dimension is all about taking action and being able to adapt your conduct to fit various cultural settings. The language abilities are one of the best illustrations of it (Gregory et. al, 2013, p. 7).

The structure of CQ:



Cultural Intelligence (Earley and Ang, 2003).

The next reviewed article looked at the connection between cultural intelligence, effective communication, and job satisfaction using a sample of 225 Chinese managers who worked in China for international corporations. The study results, revealed through 2, online and paper-and-pencil surveys, demonstrated that CQ has a favorable impact on job satisfaction and communication effectiveness in addition to playing a significant influence in lowering anxiety. The authors concluded that CQ is an important factor that helps workers in multinational corporations. Employees in the host nation who frequently interact with foreign cultures might also gain from developing CQ, as they too experience the strain of working within a corporate culture. Taking charge of a group's welfare and assisting employees in becoming more culturally aware helps to improve communication effectiveness and contributes to these multinational corporations performing better (Bücker et. al, 2014, pp. 2, 25).

Another phenomenological study using data from a private university in the USA's South looked at the function of cultural and emotional intelligence (CQ and EQ) in the social integration of international students. 9 people took part in the research, and the findings demonstrated the significance of CQ and EQ in providing those students with opportunities for social inclusion and assimilation into American society. The wide range of cultural experiences and emotions that overseas students had throughout their time in college, as well as the idea that social integration was enhanced by a deeper comprehension of American culture, was shown there. The results of this study support the theory put forth by Early and Eng (2003), who created a factor model of CQ and claimed that higher CQ raises a person's likelihood of being socially involved and having more successful communication (Thompson, 2018).

METHODOLOGY

To obtain more detailed information about how cultural intelligence influences intercultural communication in particular conditions and situations, a qualitative approach was chosen. A structured interview was used for the qualitative approach. The interview included 12 open-ended questions. Questions included topics such as cultural intelligence, the effect of cultural intelligence on the experience of communication in another country, cultural differences, how the acquired new cultural experience influenced a person, and expectations about the new country.

The target population for this research were MNU students, who had experience in the Work and Travel program in the USA. The main reason for focusing on them is that they have a huge amount of experience in communicating with representatives of another country within 3-4 months. They just recently obtained the experience, thus, they possess relatively fresh memories for more detailed information. Overall, 4 participants were selected by purposive sampling. For purposive sampling, it is important to find participants who are "information-rich". They can gain depth of the research (Hennink et. al, 2020)

Before participating in the interview, all students were informed about confidentiality and anonymity. Names and personal information of students were hidden. Moreover, all participants were notified about the purpose of the research. Interviews were conducted by WhatsApp and Telegram messengers.

RESULTS AND DISCUSSION

Results. As previously indicated, the qualitative method is used in this study. Four experts with work and travel program experience are included in the actual sample. Since we did not collect any personal data from each participant, we are not including any personal data within the research paper. However, we do own the private data of each participant, so we are sure about the information they provided to us (see Appendix A for additional proof of the interviews).

All the participants answered the stated questions with an open mind, no hesitation, and no violation of each individual's boundaries.

The qualitative approach allowed us to comprehensively find and receive all demanded problems, probable solutions for them, and negative and positive sides of the possible lack of communicative skills among students of tourism and hospitality majors.

Discussion. The interview contributed to an expansion of the basic knowledge about cultural intelligence in the case of the Work and Travel program. This expansion would benefit tourism and hospitality students in their future careers and job environments.

- Crucial Role of Cultural Intelligence:

4 out of 4 interviewees answered that cultural intelligence gave them temporary solutions and a way of outsmarting the process of learning American native people's behavior, attitude, "slang" etc. Based on the answers, we assume that the meaning of Cultural Intelligence is not only applicable to the knowledge that an individual possesses but also it applies to the individual's awareness and responsibility for the will to learn a new culture, language, and people's consciousness.

- Why Cultural Awareness and CQ are important:

The participants stated that the most vulnerable and challenging phase they had to endure abroad was facing the cultural differences between Kazakhstan and the United States. In other words, the most important aspects of becoming a cultural person are to settle down around the basics of the culture that the individual is experiencing, be flexible, and be willing to open up from the hidden side. Therefore, cultural awareness hypothetically may help a person to overcome the struggles he faces and adapt to any kind of situation.

- Culture and language are both the same:

Each participant had a different experience in terms of language skills and barriers. However, it was observed that the common problem for all was a lack of communicative and oratory skills. The participants had difficulties with proper self-expression, hardships in accepting compliments from bystanders, and engaging in peculiar for Americans "small talks". Nevertheless, participants managed to adapt to the community by learning commonly known phrases and using various types of communication such as gestures, and body language. These methods benefited in participants' knowledge expansion and personal skills development.

- Expectations against reality:

Every participant had both negative and positive expectations. As time passed, they realized that their expectations had nothing to do with reality. The pre-made expectations were irrational, as they were based on objective online statements.

- Interactions with plenty of nationalities:

According to responses, the participants had many interactions not only with Americans but also with other cultures' representatives, such as Mexican, Latina, and Asian. Through multicultural interactions, participants encountered different attitudes, approaches, and experiences.

SUGGESTIONS TO IMPROVE

All the mentioned suggestions are intended for future tourism field students, however can also be applied to communities of any major, gender, and age.

Although the Work and Travel program

presents valuable opportunities, it would be more beneficial to try other existing programs, to gain diverse experiences.

The first and foremost suggestion for the students is to be more flexible, break their comfort zone, and set up future arrangements.

Secondly, cultural sources, such as events, exhibitions, concerts, and meetings are crucial. MICE Tourism is a pretty good example of networking and expansion of culture within Astana.

Last but not least, open-mindedness, opportunity awareness, courage - tools for development. Fear is a natural thing, the main goal is to take from it an advantage and implement your true intentions in real life.

The absence of a quantitative approach has limited the "spectrum" and diversity of our final results. However, it is constant that the provided knowledge about the experience in America by a small group of people is allowing us to gain much more detailed data.

CONCLUSION

Summing up, Cultural Intelligence is a core value of building effective communication. Specifically, in the context of cross-cultural interactions in the tourism sector. It includes not only the one's cultural awareness but also the range of skills, implemented to achieve communication effectiveness. Although the term Cultural Intelligence is relatively new, its meanings are actively expanding, owning a transformative nature. The findings observed from interviews with Work and Travel participants highlighted the importance of Cultural Intelligence in overcoming challenges presented by cross-cultural experiences and its need for proper knowledge application.

Additionally, it was commonly stated by the interviewed experts that CQ provided them with useful tools to manage the barriers and understand the complexities between diverse cultures, which means the hypothesis of the study is confirmed. Since for the tourism sector students Cultural Intelligence development is substantial, this research provided practical suggestions, to enable them to assimilate cultural dynamics and nuances effectively.

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THE IMPACT OF CULTURAL INTELLIGENCE IN SHAPING FUTURE CAREERS

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Abstract: This study aims to explore the role of cultural intelligence in shaping tourism and hospitality students' future careers. The study will use qualitative methods and will utilize purposive sampling for conducting research. Data will be collected through interviews with two experts in the field of tourism and hospitality. Adhering to ethical standards, all information will be gathered. As a result, valuable recommendations will be offered to assess the impact of cultural intelligence in the educational and professional development of future tourism and hospitality specialists.

Keywords: culture, cultural intelligence, tourism and hospitality, career, cross-cultural communications.

INTRODUCTION

Cultural intelligence is an essential skill in a globalized world, especially in tourism and hospitality industry, including its workers and students. This study examines the importance of being culturally intelligent for effective cross-cultural interactions. The main purpose is to identify how knowing about diverse cultures impacts communication and how this knowledge can be advantageous for students.

RESEARCH QUESTIONS

The study will address the following research questions:

Main question: Why should people somehow connected with the tourism industry develop their cultural intelligence?

Sub-questions:

1. How can cultural intelligence assist future careers of tourism and hospitality students?
2. How can travelling change people's attitudes towards culture?
3. Why is it important for students to learn about cultural peculiarities?

DEFINITION OF TERMS

1. Cultural Intelligence (CQ) - is the ability to navigate and connect with diverse cultures effectively, showing awareness, adaptability, and the skill to bridge cultural gaps (Ang & Van Dyne, 2008).
2. Tourism and Hospitality - are industries focused on providing services and memorable experiences for travelers, including accommodation, dining, and various recreational activities (Buhalis et al., 2006).
3. Career Preparation - involves acquiring the necessary skills and knowledge for success in chosen professions (Lent et al., 1994).
4. Cross-cultural interactions - involve engaging with people from different cultures, fostering mutual understanding and collaboration (Gudykunst, 2003).
5. Culture shock is the discomfort felt when encountering unfamiliar cultural practices, values, and social norms in a new environment (Oberg, 1960).

LITERATURE REVIEW

A few more ideas that need to be clarified are covered and combined with the topic of this study. Hence, a review of the sources will describe the importance of cultural intelligence, provide information about essential skills for students pursuing careers in tourism and hospitality, and identify the connection between tourism and culture.

The description and importance of cultural intelligence. Cultural intelligent people are expected to possess a range of cognitive, behavioral, and motivational skills that enable them to communicate well with individuals from diverse cultural backgrounds and adjust to unknown surroundings. The ability to accept misunderstandings tends to be a crucial skill of culturally intelligent travelers, starting with them anticipating certain behaviors in the new cultural environment that they may not immediately understand. That can help one move toward recognition, respect, and reconciliation and evaluating previously unfamiliar situations more fully and calmly without judging (Brislin et al., 2006). According to this viewpoint, cultural intelligence is important as it enables the traveler to assess the circumstances leading to eventual, and more accurate understanding.

Required qualifications and skills for future careers of tourism and hospitality students. The tourism industry is widely recognized as one of the global economic sectors with high potential for growth. To meet the demands of this competitive industry, students entering this field are expected to acquire a different set of skills (Daniel et al, 2017). The study by Daniel et al (2017) introduces the relevance of entrepreneurial education and skills, explaining the necessity of fostering those abilities among college students. Additionally, Bobanovic & Grzinic (2019) concluded that tourism students should develop intercultural skills and learn foreign languages to facilitate their cultural intelligence, which were defined as a way to better prepare tourism students for the complexity of the twenty-first century's multicultural world.

Tourism and culture. Firstly, in existing literature observation of the connection between tourism and culture tend to lead to the term "cultural tourism". Cultural tourism is widely regarded as a growing and particularly beneficial element of tourism (Hughes, 2002). According to Richards (2014), cultural tourism involves culturally motivated tourists to visit cultural destinations and events. Its extent measurement may be a big challenge because of the wide range of specific events, entertainments, purposes, and cultural intentions that people have. Moreover, it can stimulate a revival of local interest in traditional cultural forms, thus both strengthening cultural bonds (Shepherd, 2002). Based on this information, it can be argued that tourism, in turn, contributes to the preservation and promotion of cultural heritage, encouraging the preservation of traditions and art in places visited by tourists. This exchange of experiences and values contributes to cultural enrichment and understanding of the diversity of the world's heritage.

METHODOLOGY

This part demonstrates which type of methodology was selected to identify importance of cultural intelligence. Firstly, this study overviews the main idea by relying on qualitative methods for data extraction. Secondly, it presents the process of sampling by purposive sampling. Thirdly, it presents interviewing as a tool for data collection and explain why used instruments are the most relevant and effective. Eventually, adhering to ethical standards all needed information will be gathered.

RESEARCH DESIGN

Qualitative method will be used to understand the impact of knowledge about cultural peculiarities. By employing a qualitative research methodology, various benefits and results of being erudite in cultural aspects will be investigated. Qualitative research, in general, is a method that enables a detailed exploration of individuals' experiences using specific research techniques including in-depth interviews, life histories, or biographical studies (Bailey et al., 2020). Online interview was selected as a method to gain rich insights from participants and given answers.

SAMPLING

According to the purpose of the study, two experts were interviewed - manager in the touristic company and a traveller with a rich background. Purposive sampling actively involves selecting participants with relevant knowledges and experience. (Patton, 2002, as cited in Hennink et al., 2020).

DATA COLLECTION TOOLS

The qualitative data collection tools section clearly explains how instruments such as online interviews with experts in tourism helped to get insights during the study. This part is aimed at determining the usefulness of the research tools used. The interview protocol will contain sixteen open-ended questions (see Appendix 1).

Online Interview. During the study, online interviews were conducted with experts to analyze the importance of cultural intelligence and to demonstrate its significance to tourism and hospitality students relying on their experience. By using semi-structured interviews when the purpose of the interviewer is to listen to the respondent and acquire the necessary information instead of debates with him (Veal, 2018).

Procedures. The participants were informed about the conditions, and, to ensure a comfortable environment for the interviewee, only one person conducted interviews. The interviews took place after the participants agreed to process their answers. The language of interview was chosen based on the comfortable one for the participant. Additionally, in further sections the names of participants were replaced by Employee for the Expert 1, and Traveler for the Expert 2.

DATA ANALYSIS

As discussed, understanding, and applying cultural intelligence are significant aspects for efficient communication in the tourism and hospitality industry. To obtain accurate data, we conducted an online interview with two experts in the field of tourism and hospitality. The following is a summary of the interview results.

Employee:

«Cultural intelligence at work allows us to organize unique tourism products that meet the interests of tourists. Most importantly, it helps to avoid conflicts with clients and collaborating companies. For example, we encountered a situation with tourists from UAE (United Arab Emirates): according to policy of the hotel chain, contraceptives should have been in the rooms, but the UAE representatives addressed complaints to that hotel due to religious restrictions. Having intercultural sensitivity and knowledge of the guest's cultural background during travel planning would prevent the possibility of such a situation from occurring».

Employee:

«Firstly, flexibility plays a key role in resilience and helps adapt to unpredictable situations that may arise in the workplace. Secondly, cultural intelligence includes skills of intercultural sensitivity, which means a minimum of emotions and a maximum of empathy towards guests. Third, cultural knowledge helps to understand and respect differences in behavior, as well as effectively resolve intercultural conflicts and respect the chain of command».

Traveler:

«Having lived in different countries, I noticed the differences in thinking between the society I lived in and the society of the new country. I saw how free European women are and how they value themselves. It completely changed the way I thought about my future marriage and helped me realize that my level of self-awareness was lower. When I moved to the United States of America during the COVID-19 pandemic and during the Black Lives Matter movement, I did not feel afraid, on the contrary, I felt even more protected than in the country where I lived for a long time. Furthermore, culture shock awaited me in Bali, which initially seemed to be a country with lower living standards in comparison with mine. However, my opinion has completely changed when I began to see the spiritual development of this culture. For example, I learned that 75% of their income is spent on charity, which made me think that they are not as focused on money as our society».

Employee:

«Each culture has its own unique communication styles, taboos, and religious restrictions. For instance, during my trip to Dubai, a comment was made to me regarding my clothing. I thought it would not be a problem to go out for half an hour in open clothes, but according to UAE rules, you need to cover your legs and shoulders. In addition, there are legal restrictions, for example, a ban on the import of electronic cigarettes into Thailand. Future professionals in the tourism and hospitality industry are responsible not only for themselves, but also for their guests and clients. Our task is to prevent such situations among our tourists».

FINDINGS

In this section the findings and insights obtained from the interview answers analysis are presented. Each finding statement refers to the certain research question by being numbered accordingly.

1. Cultural sensitivity is the key tool to avoid unpleasant situations in tourism sphere, which could be one of the factors that guarantees us guest's loyalty by meeting their culture and cultural interests in a proper way.

2. Flexibility, loyalty towards guests, respect and understanding are the most important things that can allow us being the professional at work, effectively resolving the conflicts or do not let conflict happen.

3. Cultural shock in various places or time make people broaden their horizons and completely change the norms that were formed for a long period of time in their home country. Travelling and getting new information about culture is essential tool to change life view and to start thinking out of the box by improving cultural intelligence.

4. Taboos are one of the important things to know about any country you visit or work in. Knowledge about cultural norms or things that are prohibited is the most important understanding for tourism specialists. This helps ensure the safety and comfort of tourists, preventing misunderstandings and conflicts associated with misunderstanding of local norms and customs. It also promotes respect for cultural diversity and the ways of life of different communities, which is important for building successful international tourism relationships.

RECOMMENDATIONS

Tourism and hospitality students should study the cultures of other countries as this will enrich their knowledge and broaden their horizons in the field of tourism.

One of the benefits provided by cultural intelligence for tourism students is that it will help them create unique and culturally sensitive tourism programs.

Understanding and tolerance of cultural diversity are becoming key qualities for future tourism professionals as it promotes understanding and respect for cultural differences.

CONCLUSION

Conducted research demonstrated the relevance of CQ from the different perspectives concluding that such skill is crucial for both tourism industry workers and travelers. When both sides are culturally educated the probability to encounter a conflict is expected to decrease.

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THE IMPACT OF CULTURAL INTELLIGENCE IN COMMUNICATION PROCESS ACROSS THE CULTURES

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Abstract: This research focuses on understanding the cultural intelligence and communication skills of students in communities with different nationalities. The main research question is: How does cultural intelligence influence the effectiveness of communication skills among tourism and hospitality students at a university in Astana? Quantitative research strategy was used to answer the main research questions. Quantitative e-survey techniques were used to investigate data from students who are studying in the faculty of tourism and hospitality. The research revealed 4 main types of cultural intelligence that helped to find answers to the research question. Moreover, there were two subsidiary questions: 1. Which specific types of cultural intelligence (metacognitive, cognitive, motivational, and behavioural) have the most significant impact on the communication effectiveness of tourism and hospitality students? 2. How do variations in cultural intelligence levels among these students correlate with their practical communication abilities in a culturally diverse environment?

Key words: cultural intelligence, communication, tourism and hospitality, nationalities.

INTRODUCTION

This research study introduces the main reasons for conducting quantitative methods research. It reveals the main problems identified with the lack of cultural intelligence among hospitality and tourism students in one university in Astana due to the problem of communicating with individuals who represent different nationalities. This study will focus on a quantitative research methodology to explore the correlation between the levels of cultural intelligence and the effectiveness of communication skills among tourism and hospitality students. By using structured surveys and statistical analysis, the research aims to provide data analysis on how different types of cultural intelligence such as metacognitive, cognitive, motivational, and behavioural influence on students' ability to communicate effectively in a culturally diverse environment. The findings are expected to provide valuable insights for development and training programs of future professionals in this global industry.

RESEARCH QUESTIONS

The main question of research is:

How does cultural intelligence influence the effectiveness of communication skills among tourism and hospitality students at a university in Astana?

The sub-questions are:

1. Which specific types of cultural intelligence (metacognitive, cognitive, motivational, and behavioural) have the most significant impact on the communication effectiveness of tourism and hospitality students?

2. How do variations in cultural intelligence levels among these students correlate with their practical communication abilities in a culturally diverse environment?

DEFINITION OF TERMS

Cultural Intelligence is the ability of a person to perform and lead in environments with a variety of cultural backgrounds (Ang et al., 2007).

Tourism and Hospitality studies - «The activities of persons travelling to and staying in places outside their usual environment for not more than one consecutive year for leisure, business, and other purposes» is the definition of tourism given by the World Tourism Organization (2023).

Nationality - this definition, which is based on shared language, customs, and history, highlights the social and cultural components of nationality, emphasising the sense of identity and belonging that people may have towards a specific country (Citizenship and Immigration Canada, 2021).

Communication skills include the skills and methods needed to successfully transmit and receive ideas, information, and feelings in a variety of settings. They entail a sophisticated interaction between spoken and unspoken components

(National Communication Association, 2020).

LITERATURE REVIEW

The term cultural intelligence (CQ) can be modified as a certain ability of an individual to function effectively in various intercultural environments and to use this cognitive capabilities in various situations such as cultural judgement, decision making, cultural adaptation and task performance (Groves et al., 2015).

Metacognitive (CQ) implies an individual's level of consciousness and awareness during cross-cultural intersections with those who have a different cultural background (Van dyan et al., 2015) Triandis (2006) assumes that individuals who has a high metacognitive CQ level may influence on person's behaviour and their interpretation in cross cultural situations by three steps: (as cited in Van dyan et al., 2012).

1) Planning

It is preliminary preparation to think carefully about short-term and long-term in specific cultural contexts. Planning is based on thinking deeply about the culture and anticipating what needs to be done before the interaction begins.

2) Awareness

Self-knowledge describes the degree in which people are aware in real time of how culture impacts on their own mental behaviour, conversely, how their mental processes and behaviour influence other people in intercultural interaction.

3) Checking

It is a process of thinking, where individuals compare expectations with the reality of events during intercultural interactions and assess how other people behave in these situations.

The vast majority of people face issues regarding misinterpretation of bias and stereotypes, while scaring to take the first step into communication. Thus, Metacognitive CQ assists individuals by encouraging positive attitudes toward cultural differences, and acquiring knowledge of various practices and world views.

Cognitive CQ related to individuals' certain

cultural knowledge of norms, practices and conventions either in cultural or academic settings. (Van dyan et al., 2012) It shows one's fundamental knowledge of a particular culture, which includes knowledge of cultural similarities and differences. The main distinction between metacognitive CQ and cognitive CQ is that cognitive CQ impacts more on decision-making processes and assists individuals to behave adequately in intercultural situations. There are some cases where people face the challenges of fear of incompatibilities of different worldviews. The vast majority of individuals worry by the fact that they are not able to find a common language, owing to the reason they have different cultural backgrounds and mentalities. Therefore, cognitive CQ facilitates people to remove barriers and adapt quickly in new environments. Aside from this, Van dyan et al. (2012) divided cognitive CQ into two sub-dimensions such as culture- general knowledge and context specific knowledge . On the one hand, culture-general knowledge is the understanding of the general characterising concepts about a particular culture by providing people the foundation and basis for thinking about possible ways in which cultures could be similar or different.On the other hand,context-specific knowledge is considered as declarative knowledge about a person's particular attitude towards specific countries or part of the world.

Motivational CQ refers to a person's capacity to focus their attention and energy on understanding and navigating circumstances that involve cultural differences (Van dyan et al., 2012). The motivations behind work-related behaviour are the main focus of several theories of motivation. Certain motivation theories emphasise how persistent individual differences—like wants, values, and traits—cause internal conflicts that influence behaviour at work. According to Eccles et al. (2002) mostly modern theories of motivation that concentrate on state-like individual difference constructs include self-determination theory, social cognitive theory, and expectancy-value models. The expectancy-value theory of motivation highlights the significance of task-specific self-efficacy in focusing attention and effort toward certain activities, whereas self-determination theory distinguishes between intrinsic and extrinsic dimensions of agency. Consequently, there are three sub-dimensions of motivational CQ, such as intrinsic interest, extrinsic interest, and self-efficacy to adjust.

Behavioural CQ refers to a person's specific ability to perform verbal and nonverbal actions when interacting with individuals from different cultural backgrounds, which helps people to manage their behaviour in cross-cultural interaction.(Van dyan.,et al.(2012)First of all,verbal behaviour is defined as the ability to change the pace of speech, such as speaking faster or slower, louder or quieter, and also changes the degree of intonation.Secondly, non-verbal behaviour identifies flexibility in communication demonstrated through gestures, facial expressions and body language without words. Some cultures are neutral in the non-verbal aspect, while others are expressive,therefore they vary in their physical or emotional gestures.Body movements are culturally specific symbols, and they are always based on a specific communication context (Abu-Arqoub & Alserhan, 2019).Eventually, speech acts are considered as the ability to convey certain messages, such as requests, invitations, disagreements or apologies. The combination of all three aspects of behavioural CQ defines the complex flexibility required for effective intercultural interaction, assisting in sending a right message to the receiver.

METHODOLOGY

This section describes the methodology focused on hospitality and tourism studies students' ability to communicate effectively in a culturally diverse environment at a one university in Astana. The study employs a quantitative approach through surveys aiming to gain statistical data analysis. Quantitative research is the process of collecting and analysing numerical data. It can be used to find patterns and averages, make predictions, test causal relationships, and generalise results to wider populations (Bhandari, 2023). The e-survey questionnaire technique was used to gather information from individuals using a formally designed questionnaire. The online questionnaire which was completed by participants consisted of multiple choice and open-ended questions which focused on the opinion of tourism and hospitality students about how cultural intelligence influences the effectiveness of communication skills among students. The study will target students from tourism and hospitality facilities who are studying at the selected university in Astana. Participants were informed about the purpose of the study, their participation were voluntary, and confidentiality.

RESEARCH DESIGN

The research design which was used in conducting this research is quantitative research. The quantitative survey data and results provided a general picture of the attitude of students to diverse communities and their way of communication with students. We believe that by using quantitative research design questionnaire surveys will be able to answer the research questions freely, directly, and quantifiable, so the researchers could get the maximum information from participants. Because quantitative research focuses on data that can be measured, it is very effective at answering the "what" or "how" of a given situation (Goertzen, 2017).

Sampling. The target audience of this study will be tourism and hospitality students from one university in Astana. The main reason for focusing on this audience is exploring the cultural intelligence of the students who studied in the faculty of tourism and hospitality. Participants were not chosen randomly, it was voluntary sampling; these participants were volunteers who took part in different research studies to share their opinions on topics that interest them (Creswelll, 2012).

Data collection tools. The data collection tools included quantitative research instruments to gain all information. This section describes the instruments in detail and justifies their use in this study.

QUESTIONNAIRE SURVEY

According to Veal (2018), "questionnaire surveys are used when a specified range of information is required from individuals or organisations" (p. 311). For this research used an e-survey questionnaire survey type which is conducted via the internet. Our questionnaire survey form is respondent-completed where respondents read and fill out the questionnaire for themselves, on paper or online (Veal, 2018). The survey protocol consists in generally 15 questions of multiple choice, open-ended questions, and ranking which is aimed to collect dates from respondents. The questions are created by different techniques such as scales, ranking, attitude statements, and open-ended. Question order started with easy questions and continued with relevant questions which are related to research purposes.

PROCEDURES

After sending a questionnaire to hospitality and tourism students in one university in Astana, with a promotion to participate in the study the first twenty five agreed students were used to recruit participants for this study. To collect quantitative data, the link with the survey will be distributed through WhatsApp groups. The survey was designed in Google Form and distributed to students online because of safety. Informed consent was posted on the opening page of the survey. By clicking the button "I agree to participate in the survey" below the consent, participants expressed their compliance to participate in research and complete the survey.

DATA ANALYSIS

The e-survey questionnaire was held online via the internet. After all participants participated and answered the questions all results were analysed. DeSimone et al. (2015) found that it allows to "identify specific low-quality response patterns" and thus streamline the validity and significance of research outcomes (p. 171). To show the results of the survey, a graphical presentation was created. Graphical presentation of data can show the trends and patterns in data more easily in graphic form. For this research created a pie chart, line graph, and the bar chart.

ETHICAL ISSUES

This study complies with the ethical principles of the Maqsut Narikbayev University Research Ethics System. For the quantitative research with e-survey questionnaire techniques anonymous informed consent forms as a part of electronic data collection. There are no more than minimal risks to participants at any phase of the study. All data collected and all personal information was stored securely in locked files or on secure computers that are only accessible to researchers.

RESEARCH FINDINGS

For the quantitative type of research, there was a survey conducted among the Maqsut Narikbayev University Hospitality and Tourism majors' students. Survey consists of 11 multiple choice and 4 open ended questions. First, after the results of the survey it was clearly obvious that only 6 respondents which is 24% had experience in participating travel and exchange programs referring to the 4th question in appendix 2. Second, it is obvious that according to the questions from the survey from 6 to 10 respondents in most situations can handle communicating with other cultures, and can't have any trouble interacting. Thirdly, the biggest challenges of respondents are mostly language barrier and fear of communication. However, these are most widely spread among people.

CONCLUSION

Cultural intelligence is a novel concept that is not yet widely accepted in Kazakhstan. This study determines cultural intelligence by adding new aspects regarding four cultural intelligence factors and certain instances in cross-communicational exchange. The results of this study identify a number of different ways of interpreting an individual's cultural intelligence as an important opportunity for increasing effective communication and influence on the tourism and hospitality industry. Cultural intelligence is an essential element in the effective communication, interpreting the right message to the receiver from who has a different cultural background by using the various channels.

RECOMMENDATIONS

After the conducting survey, there are clear recommendations to the students of hospitality and hospitality major. First, is to break the barrier of language and to learn more new languages. Second, to practise communication with other culture representatives to improve this skill. Thirdly, trying to handle different situations which happened with people from other nations. It is clear that communication skill is most important among students and in a future perspective can handle wide situations.

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EPITHET TRANSLATION STRATEGIES

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Abstract: This research deals with the analysis of the translation strategies used in rendering epithets from French to English. Epithets, which are stylistic devices used to convey picturesque descriptions and emotional subtleties, pose unique challenges for translators. The research discusses linguistic considerations, exploring the ways translators strike a delicate balance between linguistic accuracy and poetic nuances. A poem “Le Lac” of a famous French author, Alphonse de Lamartine, was taken as a material for research. This study seeks to shed light on the translation techniques needed to convey the vivid imagery in Lamartine’s work. Through a careful exploration of epithets in “Le Lac,” the author of this research intends to broaden one’s comprehension of the complexities connected with translating epithets into other languages.

Keywords: epithet, translation techniques, structural characteristics, semantic characteristics, aesthetic value, poetic devices.

INTRODUCTION

An epithet is defined as a form of expression that describes a certain quality of a person, object, or phenomenon by accompanying it with a descriptive word. Epithets usually characterize a thing through the lens of individual perception. Galperin (2014) claims that epithets genuinely express the writer’s attitude towards the described object (p. 157). The writer implements this literary device to make a strong impact so that the reader unintentionally starts to perceive and evaluate things in the way that the writer expects. The use of epithets makes the language more vibrant and figurative, creating a bright picture for readers, especially in poetry.

In Alphonse de Lamartine’s poem “Le Lac,” epithets play an essential part in heightening the emotional and visual impact of the text. “Le Lac” is a poignant and romantic poem by one of the greatest poets of French romanticism, Alphonse de Lamartine. Published in 1820, the poem portrays the themes of the romantic period, such as nature, love, and the inexorable passage of time. The narrator visits a lake, which can be seen as a powerful metaphor for the fleeting nature of life and the symbolic setting for contemplation. While reading the poem, it becomes evident that Lamartine’s evocative language is what makes his work outstanding in French Romantic literature. Epithets that he uses in his text contribute to the overall mood of the poem. It is crucial to adequately convey the brightness of the descriptive terms so that the initial mood is not changed. That’s why the translation of epithets imposes a huge responsibility on the translators.

By analyzing the semantic and structural features of the epithets used in the poem “Le Lac,” this study aims to identify reliable translation strategies for preserving the aesthetic and emotional dimensions of the original text. The main objectives are: 1) to systematically detect the epithets in the poem and classify them; 2) to investigate the linguistic constraints involved in translating epithets, taking the structure shifts into account; 3) to explore effective techniques and decisions adopted by the translators in the process of translating epithets into English.

The researcher used a qualitative research method, specifically the case study approach. In terms of data analysis, the writer employed content analysis and comparative analysis methods. Therefore, by performing a detailed textual analysis of the chosen French poem’s text and carefully comparing multiple English translations, the writer attempted to carry out an in-depth exploration of the translation strategies employed for individual epithets.

LITERATURE REVIEW

Definition and Classification of Epithets

In this research, the writer adheres to the definition of epithet given by a soviet linguist I.R. Galperin. In his book “English Stylistics” (2014) an epithet is defined as “a stylistic device based on the interplay of emotive and logical meaning in an attributive word, phrase or even sentence used to characterize an object…” (p. 157). The epithet has descriptive and evaluative functions; it may denote an inherent or significant characteristic of the object.

Galperin classified epithets from two different angles: semantic and structural.

Semantically epithets branch into:

1) associated epithets characterize an object by introducing a feature that is naturally inherent in it; for instance, “blue sky”, “interesting book”, “beautiful girl”, etc.

2) unassociated epithets are situational; they describe a property of an object that is not inherent in it; for instance, “dreary city”, “heart-burning smile”, “empty soul”, etc.

Structurally, epithets may be classified from the standpoints of 1) composition and 2) distribution. Compositionally, epithets are divided into:

a) simple: “sweet voice”, “high expectations”, “judicious counsel”, etc.

b) compound: “deeply-rooted problem”, “part-time job”, “fat-free cookie”, etc.

c) phrase epithets: “do-it-yourself attitude”, “cook-at-home recipe”, etc.

d) reversed epithets: “the shadow of a smile”, “a dog of a fellow”, etc.

Distributional models of epithets include:

a) string of epithets: “a plump, rosy-cheeked, wholesome apple-faced young woman”;

b) transferred epithets: “heavy heart”, “sleepless night”, “lonely trip”, etc.

Moreover, Galperin points out that regarding the ties that have developed in a certain way between the attribute and the noun, epithets may be classified as:

1) language epithets: “roaring waves”, “silver screen”, etc.

2) speech epithets: “slavish knees”, “sleepless bay”, etc.

Despite the huge variety of types, all epithets have common functions. They serve such purposes as describing and assessing the object, as well as expressing the author’s subjective viewpoint about the described thing. The translator has to comprehend the above-stated distinct types and main functions of epithets he is dealing with in order to ensure more accurate translations.

TRANSLATION TRANSFORMATIONS

Transformations with which it is possible

to make the transition from the language units of the original text to the units of the target text are called translation transformations (Komissarov, 1990, p. 172). They are used for the purpose of achieving translation equivalence when converting individual segments of the source text. The most commonly used classification of translation transformations was proposed by V.N. Komissarov. He defined three main branches: lexical, grammatical, and complex transformations. Each of them is subdivided into translation techniques.

The definitions of the translation techniques that were found to be applied when translating epithets in the selected poem are provided below:

• Calque is a way of finding lexical correspondences in the target language when translating the components of a lexical unit from the source language.

• Generalization is the use of a broader or neutral term to replace a more specific word in the source text.

• Grammar substitution is an approach to conveying the meaning of units by changing the grammatical category of a word.

• Lexical addition is a way of adding new elements, which are absent in the source text, to complement the idea.

• Metaphoric translation is the process of rendering the meaning of a word or phrase by remetaphorizing or demetaphorizing it.

• Metonymical translation is a way of referring to a term by substituting it with a closely related word that describes one of its properties.

• Reduction is the omission of unnecessary and redundant words for more precise content in translated text.

These translation methods are used by translators as tools for achieving lexical and grammatical equivalence in cases where there are no dictionary correspondences or they cannot be used according to the context conditions.

FINDINGS AND DISCUSSION

“Le Lac” by Alphonse de Lamartine does not stand out for the rich use of different types of epithets. The researcher randomly selected eight epithets from the poem and determined their types. Compositionally, all the epithets are structured in a simple way. They are just composed of a single adjective, which is directly attached to a noun. Neither the compound and reversed epithets nor the phrase epithets were found in the poem. Regarding the distribution of the epithets in the sentence, no string of epithets was observed, but the poet used a transferred epithet for a more figurative speech. Semantically, the epithets were split into associated and unassociated epithets. Out of eight selected epithets, only one can be considered as associated. It demonstrates the poet’s intention to use unexpected descriptions of objects in order to elicit an unusual impression and emotional response from the reader. Considering the collected information in the theoretical part, the researcher tries to identify whether these types of epithets remain unchanged while translating them or whether their classification in the target language changes. Moreover, it is attempted to find out what translation techniques are more adequate for a better transfer of epithets into other languages and if these transformations affect the initial semantic sense of the words. For that purpose, the translations of selected epithets, proposed by two different translators, were analyzed and compared.

Here are the examples:

(1) Ainsi, toujours poussés vers de nouveaux rivages,

Dans la nuit éternelle emportés sans retour,

Ne pourrons-nous jamais sur l’océan des âges

Jeter l'ancre un seul jour ?

A.Z. Foreman:

So driven onward to new shores forever,

Into the night eternal swept away,

Upon the sea of time can we not ever

Drop anchor for one day?

P. Shor:

Towards new and different shores forever driven onward,

Through endless darkness always borne away,

Upon the sea of time can we not lie at anchor

For but a single day?

The epithet "nouveaux rivages" is an unassociated epithet as it characterizes the object in such a way that the meaning can only be understood taking into account the circumstances described in the text. This epithet can also be considered a transferred one since it refers to the idea of embracing new experiences rather than suggesting that the shores themselves are physically new. The adjective "nouveaux" is transferred from describing the narrator's experience to the noun "rivages."

As we can see, both Foreman and Shor used a lexical type of transformation, adopting a calque approach. This involved a loan translation of the individual components, replacing them with their English equivalents. The translators used the calque technique in order to accurately reproduce the exact semantic content of the source language. Besides the use of the calque, Shor also employed lexical addition by introducing an additional element, the attribute "different." This deliberate linguistic choice serves the purpose of expanding the meaning of the source text by adding an extra word. Despite the absence of a strict necessity for the use of lexical addition, the translator opted for this technique.

In both translations of "nouveaux rivages," the epithet was retained as unassociated and did not lose its initial semantic sense. In this instance, it cannot be assessed which translation is better or not on a single occasion because the translators used similar strategies and the epithet's meaning has not changed.

(2) Ainsi, toujours poussés vers de nouveaux rivages,

Dans la nuit éternelle emportés sans retour,

Ne pourrons-nous jamais sur l'océan des âges

Jeter l'ancre un seul jour ?

A.Z. Foreman:

So driven onward to new shores forever,

Into the night eternal swept away,

Upon the sea of time can we not ever

Drop anchor for one day?

P. Shor:

Towards new and different shores forever driven onward,

Through endless darkness always borne away,

Upon the sea of time can we not lie at anchor

For but a single day?

"La nuit éternelle" is an unassociated epithet since it presents a feature that is not inherent in the described object. It means that the "night" is not naturally eternal, but the poet sees it in such a way.

Similar to the first example, Foreman exhibited a predilection for using the calque technique. Although it would be technically correct to change the placement of an adjective and a noun in the target text, Foreman's decision was not in favor of this transformation. This suggests an intention on Foreman's part to imitate the syntactic construction of the French language, possibly with the aim of making the target text more expressive. In contrast, Shor changed the word order of the attribute and a noun. This strategy is needed here because the order of nouns and adjectives in the target language does not correspond to that the source language. It can be explained by the fact that a significant distinction between French and English adjectives lies in their positioning within a sentence. In English, adjectives typically precede the noun they modify, whereas in French, adjectives commonly follow the described noun. Thus, adjusting this change of order is crucial to preserving the content of the utterance while adhering to the rules of the target language.

Another noteworthy approach by Shor can be seen in his translation. In addressing the adjective "éternelle," Shor employed a semantic calque by borrowing the English word with a similar meaning. However, when tackling the noun "la nuit," he applied one of the complex transformations – metonymic translation. Shor substituted the term "night" with the concept of "darkness," which is a key characteristic feature of it. Since the night is closely associated with the absence of daylight, "darkness" serves as a metonymic representation of that distinctive quality of night.

Despite the differences in the translation techniques used by Foreman and Shor, in both versions, the epithet remained unchanged as an unassociated type. This is because both translators shared the similar aim of keeping the semantic meaning of the epithet in its original context. By comparison, Shor took into consideration the word order rule of the English language, in contrast to the ignorance of this rule by Foreman. In addition, Shor does not limit himself to calque use, implementing metonymic translation for a more imaginative picture. As a result, Shore's translation of the adjective "la nuit éternelle" appears not only more grammatically correct but also more impressive.

(3) Tout à coup des accents inconnus à la terre

Du rivage charmé frappèrent les échos ;

Le flot fut attentif, et la voix qui m'est chère

Laissa tomber ces mots :

A.Z. Foreman:

Then of a sudden tone untold on earth,

Resounded round the sounding spellbound sea.

The tide attended; and I heard these words

From the voice dear to me:

P. Shor:

Then suddenly, accents that from the earth have perished

Made echoes ring from your enchanted shores.

The waters paid attention, and the voice I cherished

Gave utterance to these words:

As in the previous examples, the epithet "rivage charmé" belongs to the unassociated type. The meaning is understood by the context: the epithet adds depth and mystery, creating an image of charmed shores.

Foreman's translation consists of such techniques as lexical addition, generalization, and metaphoric transformation. Even though the source text does not contain a description of the sounds of the lake, Foreman made a lexical addition incorporating the new lexical unit, the adjective "sounding." By adding an extra word, he provides additional details. A question arouses: if in the epithet “rivage charmé,” the described object is the shore, then how can it be “sounding”? The answer is that Foreman omitted the noun “shores,” which was the main object in the original epithet; instead, he decided to generalize it with the word of a wider meaning – “sea.” Since he emphasizes the noise, and a shore inherently does not have such a feature, it was replaced by another term. Furthermore, Foreman translated the adjective “charmé” using a similar metaphoric term, “spellbound.” His choice probably aligns with his aim to infuse the epithet with heightened expressiveness.

The translation of this epithet by Shor considerably differs within the chosen translation strategies. He combined several techniques, including word order change, metaphoric transformation, and grammar substitution. As it was stated above, word order change is necessary since English and French phrases have different information structures, so Shor took it into consideration. To translate the adjective “charmé,” he applied a metaphoric transformation. Shor re-metaphorized a term in the source language by using the same image in the target language. It means that, instead of using the literal translation of the word, he gave preference to the use of its synonym – “enchanted.” Although the terms “charmed” and “enchanted” seem similar as they are synonyms, “enchanted” implies a more magical and deeper sense, while “charmed” presents a relatively more down-to-earth connotation. Hence, by replacing the metaphoric word in the source language with another one in the target language, Shor not only preserved its semantic sense but also intensified the mystical experience and its influence on the reader. Moreover, Shor applied grammar substitution when translating the noun “rivage.” Specifically, a substitution of the noun number category occurred. Rather than maintaining the singular structure of the original “rivage,” it was decided to append an “-s” ending to create the plural form “shores” in the target text. This choice in translation was not compelled by structural disparities but rather emanated from the translator’s independent choice.

The change in the epithet’s type during translation can be observed in Foreman’s text. From an unassociated epithet, it became partially associated. The “sounding” shows an inherent property of the object, while “spellbound” gives the object a new feature. Additionally, “rivage charmé,” which is structurally simple, is turned into a string of epithets – “sounding spellbound sea” – in the translated version.

(4) ” Ô temps ! suspends ton vol, et vous, heures propices!

Suspendez votre cours :

Laissez-nous savourer les rapides délices

Des plus beaux de nos jours !

A.Z. Foreman:

Pause in your trek O Time! Pause in your flight,

Favorable hours, and stay!

Let us enjoy the transient delight

That fills our fairest day.

P. Shor:

“I beg you, sublime hours, pause in your headlong flight,

And time, suspend your race;

Allow us to savor the fugitive delights

Of our happiest days.

Here, the phrase “rapides délices” is an unassociated epithet that intensifies the ephemerality of the moments being described in the poem.

Both translators made similar choices in the use of translation strategies. They directly translated the elements of the epithet, utilizing existing equivalent components in the target language. However, Foreman applied a grammar substitution, changing the number category of the noun: he replaced the plural form of the noun with the singular form. Foreman decreased the number of delights to a single, perhaps in order to highlight or increase their value.

Two translated versions of the adjective “rapides” have distinctions. Neither Foreman nor Shor gave a literal translation of it into English. They metaphorized the epithet, providing two terms that semantically differ from the original context of the source language. According to the Merriam-Webster dictionary (Merriam-Webster dictionary, n.d.), the words “transient” and “fugitive” refer to temporary things lasting for only a short time. In the original text, the author wrote about the property of time to flow quickly and rapidly. Despite the absence of information about the duration of time in the source text, both translators preferred to focus on the transitory feature of joyful moments. The poetic resonance was retained in both renditions without any significant differences; therefore, it can be seen that the translators pay more attention to the expressiveness and brightness the original text tries to convey.

(5) ” Aimons donc, aimons donc ! de l’heure fugitive,

Hâtons-nous, jouissons !

L’homme n’a point de port, le temps n’a point de rive ;

Il coule, et nous passons ! “

A.Z. Foreman:

Let’s love, then! Love, and feel while feel we can

The moment on its run.

There is no shore of Time, no port of Man.

It flows, and we go on.

P. Shor:

“Then let us love! Then let us fill each fleeting hour

With joy and ecstasy!

Man does not have a port; time does not have a shore.

It passes, and so do we.”

Shor’s translated version tends to appear with loan translations. In comparison, Foreman used a substitution of parts of speech. He replaced the adjective in the source text with a noun in the target text. As a result, the original epithet consisting of an adjective and noun was substituted by the prepositional combinability of a noun with another noun. He also totally changed the syntactic form. This resulted in a change in the type of epithet in the target language. The initial phrase “l’heure fugitive” is a structurally simple and semantically unassociated epithet, while the translated version “the moment on its run” appears as an unusual structural type for an epithet. It is rather considered an idiomatic expression. Semantically, it turned into an associated epithet, since the moment is defined as a short period of time and inherently has the feature of brevity. The wording “the moment on its run” conveys the idea of a fleeting or transient moment as it moves swiftly. Foreman seems to craft this phrase for a more creative or artistic use of the language, possibly in a poetic sense.

(6), (7) Qu’il soit dans ton repos, qu’il soit dans tes orages,

Beau lac, et dans l’aspect de tes riants coteaux,

Et dans ces noirs sapins, et dans ces rocs sauvages

Qui pendent sur tes eaux.

A.Z. Foreman:

Let it be in your stills and in your storms, Fair Lake, in your cavorting sloping sides,

In the black pine trees, in the savage rocks

That hang above your tides;

P. Shor:

Let it be in your slumber, and in your fierce storm,

(-) And in the features of your laughing banks,

And in those dense black firs, and in that wild scarp

That above your shoreline hangs.

The first epithet in the given example, "beau lac," is the only associated epithet among the other selected ones. It points out one of the significant features of the object; in this case, it emphasizes the inherent attractiveness and beauty of the lake.

Foreman translated the epithet "beau lac" using the semantic calque approach. In comparison, in Shor's version, the translation of the epithet "beau lac" is absent. This set phrase may be regarded as redundant from his point of view, as it does not play a central role in the source text context. Moreover, Shor might have excluded it to fit the desired length of line, so that the rhyme is kept well. The author initially incorporated this epithet to make it clear to whom he was addressing. Still, its omission does not result in the loss of the core idea; the reader can simply deduce the addressee just from the context.

Not only the beauty of the lake was portrayed in the poem, but also descriptions of nature and landscape were given in order to paint a clear and bright image. For instance, the unassociated epithet "riants coteaux" personifies the hills, imbuing them with a cheerful and welcoming quality. The use of this epithet gives the source text high emotional coloring, so it is important to correctly transfer it. In his translation, Foreman applied a metonymic transformation while translating the noun "coteaux." His translated version, "sloping sides," represents one of the main geographical characteristics of the hills (Hoffman, 2022). By choosing this technique, he highlights the association between two concepts. Moreover, Foreman implemented the reduction technique alongside lexical addition: he omitted the adjective "riants" and instead introduced a new one, "cavorting," which considerably differs in meaning. Likewise, the semantic sense of the epithet has changed in Shor's translated text. Although he borrowed an English correspondence "laughing" to substitute the adjective "riants," he decided to change the described object from the hills to the banks. Making such a choice, Shor complements the image of the lake by moving the main focus back to it.

Both translated versions did not retain the original meaning; instead, the semantic sense was lost. Foreman and Shor made decisions not in favor of saving the connotation but in favor of a personal vision and outlook. However, the researches suggests that the representation of this vision could be achieved through a metaphoric transformation, conveying a similar image as well as meaning.

(8) Ô lac ! rochers muets ! grottes ! forêt obscure !

Vous, que le temps épargne ou qu'il peut rajeunir,

Gardez de cette nuit, gardez, belle nature,

Au moins le souvenir !

A.Z. Foreman

O Lake, caves, silent cliffs and darkling wood,

Whom Time has spared or can restore to light,

Beautiful Nature, let there live at least

The memory of that night:

P. Shor:

O lake, mute rocks, thick rushes, hidden caves, dark forest,

You whom time spares or can rejuvenate,

Beautiful nature, keep forevermore at least

The memory of that night.

The epithet "rochers muets" is unassociated and functions to attribute to the rocks a quiet, contemplative, and perhaps even mysterious nature. In both translations of this epithet, translators gave preference to the use of the word order change and the loan translation. Each component was translated word-for-word and replaced by a term with the same meaning as the original. Despite both translated versions being made with calque, they differ in the choice of equivalent words in English. While Foreman used a literal translation in the target language, Shor picked its synonym. Although the terms "mute" and "silent" may seem similar, they have important distinctions. In the context of this poem, "mute" is not the appropriate translation, as it implies that an object is unable to speak because the sound has been intentionally turned off. In comparison, the adjective "silent" is usually used to describe something that naturally lacks sound (The Content Authority, n.d.). Furthermore, the use of the phrase "silent cliffs" suggests that the rocks are not just inanimate formations but are inherently characterized by a profound silence. Therefore, in this case, from the perspective of clarity, Shor's translation is trustier.

CONCLUSION

The purpose of this study was to analyze the specific choices made in translating various types of epithets in Alphonse de Lamartine's work "Le Lac" and to define the techniques that translators used to achieve lexical, grammatical, and semantic equivalence. After analyzing the selected eight epithets and comparing their translations into English by Foreman and Shor, it was revealed that the choice of a translation strategy was mainly determined by factors such as language norms and lexical compatibility. Besides following the grammatical rules of the target language, the translators were also free and creative in including their own changes in the target text.

It was indicated that structurally simple epithets, in particular, did not change their classification when translating, since the translators mostly kept the fixed structure of the original epithet. In terms of semantic types such as associated and unassociated epithets, most of them remained in the same category in the target language. Yet, some changes are discernible in a few examples, where the semantic idea does not match the source text context.

As a result of the research, it was found that the most frequently used translation strategies in rendering epithets from French into English were semantic calque and metaphoric translation. For both translated versions, it can be seen clearly that translators are more likely to employ sense-for-sense translation to preserve semantic equivalence with the original text. Apart from that, both translators were not hesitant to entirely change the epithet's semantic meaning and adapt it to their preferences in order to provide the translation with higher expressiveness and picturesqueness.

The translation of Shor, in my opinion, more accurate and reliable. In addition to making grammatical and structural changes in accordance with English language rules, he could also achieve semantical completeness. In comparison, Foreman added several redundant lexical units to his translated text, which resulted in the loss of initial meaning. Since semantical correctness was not kept due to some free choices of Foreman, it has led to a change in the descriptions of an object or a described object itself. One of the trickiest—yet still important—tasks in translating epithets, according to the researcher, is maintaining the author's intended ideas. Therefore, the translation strategies used by Shore are considered more practical and effective.

Overall, there is a vital function behind the use of epithets in poetic works, either to describe an object or impact a reader. Translators build their translations as a "bridge", so it is crucial to ensure that this bridge is strong enough to precisely and reliably transfer the meaning from one side to another.

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