

**РАЗДЕЛ 5**  
**ЯЗЫКОВАЯ КАРТИНА МИРА**  
**И ВЗАИМОДЕЙСТВИЕ КУЛЬТУР**

**SECTION 5**  
**THE LANGUAGE PICTURE OF THE WORLD**  
**AND CULTURES INTERACTION**

**FORMATION OF A SECONDARY LANGUAGE PERSONALITY**  
**BY LINGUODIDACTIC MEANS OF TEACHING**

**ФОРМИРОВАНИЕ ВТОРИЧНОЙ ЯЗЫКОВОЙ ЛИЧНОСТИ**  
**С ПОМОЩЬЮ ЛИНГВОДИДАКТИЧЕСКИХ СРЕДСТВ**  
**ОБУЧЕНИЯ**

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The article examines some aspects of the formation of the secondary language personality of students-interpreters/translators by means of linguodidactic technologies. Special attention is paid to the practical application of linguodidactic techniques as alternative sources of improving students' communicative competence.

В статье исследуются некоторые аспекты формирования вторичной языковой личности студентов-переводчиков с помощью лингводидактических технологий. Особое внимание уделяется практическому применению лингводидактических методик как альтернативных источников повышения коммуникативной компетентности студентов.

*Keywords:* students-interpreters/translators; linguodidactic technologies; secondary language personality; linguistic competence.

*Ключевые слова:* студенты-переводчики; лингводидактические технологии; вторичная языковая личность; языковая компетенция.

Changes in the Russian higher education system, due to its integration into the pan-European educational system, impose new requirements for improving the quality of professional competence of university graduates, especially in the field of their language and intercultural training.

Consideration of the issue of the formation of an intercultural personality ready to participate in intercultural communication, in our opinion, should be reduced to the process of formation and establishment of a secondary language personality of a student.

Following Karaulov Yu.N., we understand the language personality as the totality of a person's abilities to communicate in a foreign language at the intercultural level, which implies an adequate level of interaction with representatives of the culture of the language being studied [1]. Thus, the full-fledged formation of a secondary language personality implies mastering the language picture of the world of native speakers.

The secondary language personality, as a constructor, consists of several components, namely the theoretical component, or linguistic competence, assuming that the student has a theoretical knowledge of the language (an idea of the grammatical structure of a foreign language, knowledge of syntax and a set of lexical units); the language component, which is a language competence, i.e. the ability to apply theoretical knowledge of the language in practice – practical language proficiency; the communicative component, or competence, which reflects the student's ability to use the language in accordance with the communication situation.

It appears that a sufficiently formed secondary language personality is more likely to contribute to adequate intercultural communication, or a dialogue of cultures. The formation of a secondary language personality becomes especially relevant when preparing future linguists-interpreters/translators, because the translator – this is not just a specialist in the field of a foreign language, who perfectly knows its structural components (the grammatical structure of the language) and is able to implement them in practice, but also a translator of the language picture of the world of the language being studied (we believe that a full-scale assignment of a foreign language picture of the world is possible only with innate (early) bilingualism, therefore, in other situations, we believe that an interpreter can only act as a kind of translator, or a reflector of a foreign language picture of the world).

Unfortunately, as practice shows, if the first two components of the secondary language personality of students at the university can be formed, then the third, the most complex, requires further improvement.

The reason for this, it seems to us, may be insufficient practice in the language environment of the language being studied, which could contribute to a deeper penetration into the culture of the foreign language, understanding the mentality of the native-speaking people, which would eventually contribute to a more complete and multidimensional understanding of the foreign-language picture of the world by the student-interpreter. And yet, based on

the existing realities of modern language education in domestic universities, which do not always have the opportunity to organize such a language practice for their students, it is necessary to consider alternative options for the formation of the communicative competence of the would be translators.

Such alternative options include linguodidactic technologies that can provide an expansion of the cultural content of language learning, i.e., they can simulate a substitute of a real system of culture of the people whose language is being studied, in order to provide the student with the opportunity to overcome cultural isolation and penetrate into the mental space of native speakers of the foreign language.

Such sources that replace reality can include films and fiction in a foreign language, media products and original educational and methodological manuals, virtual excursions, meetings and correspondence with native speakers.

When relying on the above-mentioned alternative sources in the formation of a secondary language personality, students learn to recognize and analyze the value orientations of a foreign language culture largely, as well as form adequate verbal and non-verbal behavior.

Of course, reliance on these sources should be supported by the implementation of appropriate communicative-oriented tasks aimed at successfully solving the problems of intercultural communication and adequate translation and retransmission of the foreign-language picture of the world. First, a special role in this regard is played by such techniques as viewing and commenting on thematic authentic videos, and then playing (role-playing) them by students independently; debates on a given topic and project technologies. All these tasks are of a creative nature and are aimed at stimulating the development of communication skills in a real language situation of foreign language communication.

The technology of creating your own product (a video clip on a given topic) with its further broadcast on various platforms in order to receive feedback from native speakers is also interesting – it can be shooting a short film that affects the problem of interest to the student, with him/her or a whole group of students in the main role. Today, there are a large number of platforms that allow implementing such projects; in addition, posting your own materials on various student forums and language profile communities allows one to get a sufficient number of comments and recommendations from passionate future colleagues-translators in the shortest possible time.

As a conclusion, it is worth noting that the modern educational paradigm, which basically implies, as it seems to us, a large deal of self-education and continuous learning and improvement of specialized knowledge, as well as achievements in the field of computer and Internet technologies allow their

widest possible use for educational purposes, turning the formation of a secondary language personality of a student-translator into an exciting, largely interactive, and most importantly practice-oriented process.

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### **ТОПОС ИМИДЖИРОВАНИЯ ПРИ ПЕРЕДАЧЕ ОЛЬФАКТОРНЫХ ОЩУЩЕНИЙ В ПАРФЮМЕРНОЙ РЕКЛАМЕ**

### **TOPOS OF IMAGING IN THE TRANSMISSION OF OLFACTORY PERCEPTION IN PERFUME ADVERTISING**

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В статье анализируются способы передачи ольфакторных ощущений в современном маркетинге в рамках тенденции эстетизации медиакommunikation. Авторам предлагается классификация топосов – смысловых акцентов при создании вербального образа аромата, что формирует семантическое ядро парфюмерной рекламы. В статье раскрываются особенности воплощения топоса имиджирования, который характеризуется апеллированием к высокому социальному статусу, успешности, современному и модному имиджу человека.

In the article the author analyzes the means of transmission of olfactory perception in modern marketing within the tendency of aestheticization of media communication. The author suggests the classification of the toposes – semantic accents in the creation of verbal image of a fragrance, which embodies the semantic core of perfumery advertisement. The article focuses on the topos of imaging, which is characterized by the appeal to high social status, personal success, time-sensitive and modern image.

*Ключевые слова:* топос имиджирования; ольфакторные ощущения; эстетизация; вербальный образ аромата.