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**EXPRESSION OF EPISTEMIC MODALITY
IN CONTEMPORARY RUSSIAN MEDIA DISCOURSE**

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INTRODUCTION

This paper is devoted to the study of the peculiarities of the functioning of different-level linguistic means of expressing epistemic modality in modern Russian-language media discourse.

Thanks to the development of information and communication technologies in modern society, a global network of media communication is being created, which is an important part of modern man's life, with its help a new information space is formed and developed, new channels of information transmission oriented to different audiences appear. In this regard, significant changes are taking place in the media sphere, the media language acquires new characteristics and represents today one of the varieties of modern literary language in many countries of the world.

In the formation of modern media discourse, the expression of the category of subjective modality is the main modus component of an utterance, which, on the one hand, contributes to the expression of the communicator's position in his speech and thinking activity, and, on the other hand, is a discursive marker that structures the media communication being created. Among the various types of the category of subjective modality, the central place is occupied by the category of epistemic modality, the expression of which represents a special mental operation that allows the communicant to understand the surrounding reality, and reflects "the relation of the content of an utterance to reality, established by the speaker in terms of its reliability/unreliability" [Belyaeva 1985: 126].

Despite the considerable interest in the scientific sphere in the study of the category of epistemic modality, so far there have been no generalising works that would examine the ways of expressing epistemic modality in different types of media discourse, although it is precisely it that is currently gaining more and more importance in society and is one of the main ways of transmitting information. In addition, the comparative approach to the study of this phenomenon allows us to identify the functional features of the means of its expression in various forms of media communication, as well as to consider the intersections of oral and written forms of speech in the selected sources.

The peculiarities of the system of semantic meanings of subjective modality, in the frequency of epistemic modality, can cause difficulties in learning and using them in speech by non-native speakers of Russian as a native language. Lack of knowledge of subjective-modal meanings can lead to misunderstanding in intercultural communication, i. e. communicative failure.

All of the above indicates the **relevance of the** presented work.

The object of the work is verbalised means of expressing epistemic modality in modern Russian media discourse.

The subject of this paper is the functional features of means of expressing epistemic modality in different types of modern Russian media discourse.

The scientific novelty of research consists in the fact that the presented work is the first to pay attention to the description of the system of means of expressing epistemic modality on the material of different types of modern Russian media discourse. In addition, the functional peculiarities of the use of the described means of expression of the studied category in the selected forms of media are clarified. The role of epistemic modality expression in the formation of modern Russian-language media discourse is also considered.

The hypothesis of the paper is that on the material of modern media discourse the means of expression of epistemic modality can be presented within the framework of the nuclear-peripheral scheme; in different forms of media discourse it is possible to identify specific functional features of the use of linguistic means of expression of the studied category; the selected sources of information for analysis represent hybrid genres in modern media and show the intersection of oral and written forms of speech.

The aim of the paper is to describe the system of linguistic means of expressing epistemic modality on the material of modern Russian media discourse and to find out what are the functional features and functions of means of expressing epistemic modality in the formation of different types of media discourse in modern Russian.

The purpose defines the **objectives of** this paper:

1) Consider the basic concepts of the category of epistemic modality and its

correlation with the category of subjective modality in modern Russian linguistics;

2) Clarify the relationship between discourse and text in the field of media studies;

3) Define media discourse as a type of communication in the modern Russian language and identify the main features of media discourse;

4) Describe the main and author's linguistic means of expressing epistemic modality and subjective modality on the material of the selected sources;

5) Make a classification of the described means of expressing epistemic modality;

6) Consider the specificity of means of expressing epistemic modality in Russian-language media discourse;

7) To compare the identified means of expression from different types of media discourse;

8) Identify the functional peculiarities of the use of the described means in each type of media discourse.

Working **methods** and **techniques**:

1) Descriptive method;

2) Observation technique;

3) Method of structural and semantic analysis, including generalisation of the results obtained;

4) Comparative method based on the technique of comparative interpretation of means of expression of epistemic modality in different forms of speech;

5) Method of stylistic analysis;

6) Pragmalinguistic analysis.

The theoretical and methodological basis of the study was formed by:

- works of Russian and foreign scientists in the field of functional-semantic grammar of the Russian language: T. B. Alisova 1971, V. V. Vinogradov 1975, N. Y. Shvedova 1980, E. I. Belyaeva 1985, L. A. Biriulin 1990, E. E. Kordin 1990, Dang Tih Sham 2005, I. G. Nikolskaya 2009, E. V. Paducheva 2010, E. N. Orekhova 2013;

- works in the field of discursology: Z. Harris 1952, T. A. van Dijk 1989, V. G. Borbotko 1998, V. V. Bogdanov 1993, V. V. Krasnykh 2003, G. Y. Solganik 2005,

I. T. Kasavin 2008, M. V. Gorubnova 2012, L. V. Seleznyova 2014;

- studies in the field of media linguistics: M. R. Zheltukhina 2004, G. Y. Solganik 2005, Y. N. Zasursky 2005, E. A. Kozhemyakin 2010, M. Y. Kazak 2012, O. V. Shiryaeva 2014, E. A. Uvarova 2015, T. G. Dobrosklonskaya 2020;

- works on communicative strategy and tactics: T. A. van Dake 1978, V. Kichn 1978, V. I. Karasik 1999, V. B. Kashkin 2000, A. P. Skovorodnikov 2004, O. S. Issers 2008.

The material for the analysis was transcribed fragments of texts from the following sources: the newspaper "Kommersant", podcast "Rosenthal and Guildenstern"[1] and video blog "And to talk?"[2] ; to reveal the specificity of Russian means of expressing epistemic modality, the fragments of Chinese media discourse - the newspaper 《环球时报 'Global Times'》 (*Huánqiú shíbào*) and the video programme 《圆桌派 'Round table Meeting'》 (*Yuánzhuō pài*) - were considered.

From the newspaper "Kommersant" 80 articles were analysed, 230 cases of use of means of expression of subjective modality were selected, among them 153 cases of use of means of expression of epistemic modality; from the podcast "Rosenthal and Guildenstern" 7 issues were attracted, 281 cases of use of means of expression of the category of subjective modality were analysed, among them 175 cases of use of means of expression of epistemic modality; from the video blog "And to talk?" 6 issues were attracted to the analysis, 270 cases of use of means of expression of subjective modality were found; from the video blog "And to talk?" 6 issues were attracted to the analysis, 270 cases of use of means of expression of epistemic modality were found.

Theoretical significance lies in the fact that this study considers one of the anthropocentric categories - subjective modality, which is the most important part of an utterance that conveys information about the speaker's attitude to what is said. This category is considered on the material of media discourse, the paper summarises the

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[1] "Rosenthal and Guildenstern" is a popular science podcast about Russian language and linguistics.

[2] "And to talk?" - video blog on the YouTube platform, which presents author's, professional, in-depth interviews with experts from various fields, its host is Irina Shakhman, on 8 November 2022 the Russian Ministry of Justice included her in the list of individuals - "foreign agents".

results of the study of this type of communication by modern linguistics.

Practical significance lies in the fact that the results of the work can be used in the practice of teaching Russian as a foreign language in courses and seminars on lexicology, syntax and discourse analysis, practical Russian language in the study of ways of expressing subjective modality.

Approbation of the results of the work: theoretical provisions and results of the research were discussed at postgraduate seminars of the department of "Russian as a foreign language and methods of its teaching" and presented in the form of reports at the following scientific and practical international conferences:

1) XLIX International Scientific Philological Conference dedicated to the memory of Ludmila Alekseevna Verbitskaya, 20 November 2020 (St. Petersburg State University);

2) International Conference "Scientific research of the SCO countries: synergy and integration", 9 May 2022 (Beijing);

3) 51st International Scientific Philological Conference named after L. A. Verbitskaya, 17 March 2023 (St. Petersburg State University).

The main provisions and results of the work are reflected in 5 publications, 3 of them published in scientific indexed journals from the list recommended by VAK RF:

1) Author's means of expressing subjective modality in modern information-analytical media discourse // Academic Notes of V. I. Vernadsky Crimean Federal University. Philological sciences. Scientific Journal. – 2022, T. 8 (74). № 4. – P. 66-72.

2) Epistemic modality as a way of realising communicative strategy in modern media discourse // Vestnik of Mari State University. – 2023, T. 17, № 1. – P. 81-88.

3) Linguistic means of expressing epistemic modality in modern Russian and Chinese media discourse // Russian Linguistic Bulletin. – 2023, NO. 5 (41). – P. 1-6.

Other publications:

4) Modality of doubt and ways of its interpretation in the practice of teaching RCT // Russian as a foreign language and the methodology of its teaching: Collection of scientific works, vol. 31. – 2020. – P. 69-74.

5) Language means of expressing the semantics of doubt in Russian and Chinese //

International Conference "Scientific research of the SCO countries: synergy and integration": collection of scientific works – 2022. – P. 107-111.

The main **points put forward for defence:**

1) Mediadiscourse is a virtual hyper-communication, formed and spreading with the use of modern information technologies. The structure of this communication is presented in the unity of the process and the result of verbalised speech-thought activity, possessing both linguistic and extra-linguistic parameters. In the formation of certain forms of media discourse in Russian, the expression of epistemic modality is the main modus component of an utterance, which, on the one hand, contributes to the expression of the speaker's position (assessment of reliability/unreliability), on the other hand, structures communication as a whole;

2) The expression of epistemic modality has a complicated structure, it is accompanied by the expression of other types of subjective modality, in particular the categories of evaluation and emotionality. When creating an utterance, the means of expressing epistemic modality and evaluation can be in a subordinate or parallel relationship. The category of emotionality is also an important component of an utterance in media communication and, together with other categories, contributes to the achievement of maximum communicative effect;

3) In modern Russian-language media discourse, different levels of means are used to verbalise the studied category: at the lexical level - an introductory word, a modal particle, LSG of different parts of speech with the corresponding semantics; at the grammatical level - the subjunctive mood, a word combination, a phraseological unit, a phraseological unit and various syntactic constructions, including a rhetorical question construction, a compound and a compound sentence. The author's own means are also used: an evaluative lexical unit showing individual connotation in the context; a neutral lexical unit in the function of evaluative lexis; an individual-author's expression;

4) The main function of expressing epistemic modality is to interpret the author's attitude to the environment on the modal scale of credibility/uncredibility. The expression of epistemic modality in conveying the author's position also fulfils a number of auxiliary functions depending on the peculiarities of a particular media communication. The

following auxiliary functions can be distinguished: evaluative, emotive, influencing, contact-supporting and the function of demonstrating the source of the statement;

5)   The expression of the studied category in media discourse can serve as a way to implement both general (informing and influencing strategies) and specific communicative strategies depending on the specific context and the global nature of the purpose of communication. The stage-by-stage embodiment of the communicator's intention is realised by the following private strategies: strategies of assumption and assertion to inform, strategies of discrediting and persuasion to influence;

6)   The specific characteristics of the means of expressing epistemic modality can be elucidated and described by means of correlating these units of the Russian language with units of other languages, in particular, Chinese. For both languages lexical units are the main and predominant means, but the particularity of the lexical units used differs. The most specific feature of the Russian language in the researched area is the use of various syntactic constructions;

7)   The main peculiarities of using the means of expressing epistemic modality can be revealed and described by means of comparing, comparing and correlating selected units from different media genres. A newspaper article, a newspaper interview, a podcast, a video blog are modern hybrid genres and are implemented in the spoken and book-language forms of speech; their comparison reveals the commonalities and differences between the linguistic means of expressing the studied category to form one or another form of media communication.

The scope and structure of the work: this work consists of an introduction, two chapters, a conclusion, a list of used literature and a list of used dictionaries and reference books.

The introduction substantiates the relevance and scientific novelty of the work, defines its purpose, objectives, methods and techniques, describes the material for analysis, characterises the theoretical and practical significance of the work, and formulates the provisions to be defended.

The first chapter is devoted to the consideration of the basic scientific concepts on

which the analysis of the material is based. In this part, one of the concepts of functional-semantic grammar - the category of modality, its variant - the category of subjective modality, in particular the category of epistemic modality in modern linguistics - is considered; the problem of different understanding of the category of modality is highlighted; definitions of the terms *text* and *discourse*, *media text* and *media discourse are* given.

The second chapter is devoted to the discourse analysis of different-level linguistic means of expressing epistemic modality selected from various forms of contemporary Russian-language media discourse. The main linguistic means of expressing this category are described; the functional features of the use of means of expressing epistemic modality in the selected media sources are considered.

The conclusion formulates conclusions on the results of the work, outlines the prospects for further development of the topic of this study.

CHAPTER 1. THEORETICAL FOUNDATIONS FOR THE STUDY OF SUBJECTIVE MODALITY IN CONTEMPORARY RUSSIAN MEDIA DISCOURSE

1.1. The concept of the category of modality in modern Russian language

In the linguistic works of the middle of XX - early XXI centuries, many researchers implement an anthropocentric approach to the study of language. Language is an independent complex system functioning for the sake of a person, but it is closely connected with thinking and consciousness, moral and spiritual life, culture and worldview. In this regard, the study of any living language cannot ignore the personality of man. In language, anthropocentric categories function both to convey information about the surrounding reality and to reflect an individual's personal opinion in his/her utterance.

One of the dominant anthropocentric categories is *modality*, with the help of which the speaker expresses different types of correlation between the utterance and his/her attitude to what is communicated. Despite the fact that in modern Russian studies there is a traditional consideration of the category of *modality* and a huge number of works devoted to this category, however, A. V. Bondarko points out that the notion of modality is not only a concept of the speaker, but also a concept of the speaker. V. Bondarko points out that the concept of *modality is* completely undefined [Bondarko 1990: 59]. E. A. Zvereva believes that "The difficulty of defining the category of modality is that due to the complexity of this concept it is difficult to give it a sufficiently "capacious" definition, which would reflect at least the main of the meanings contained in it" [Zvereva 1983: 12]. [Zvereva 1983: 12].

The category under study is a complicated multidimensional category that attracts the attention of many researchers from different spheres of sciences. For the first time *modality* (from Latin *modus* - measure; way, through Late Latin *modalis - modal*) was considered in the philosophical sphere, the term was introduced by Aristotle. In philosophical aspect this category is considered as one of the ways of existence of objects,

phenomena and events, it is also one of the measures of comprehension of existing objects, phenomena and events. It is accepted to distinguish the modality of reality, necessity and possibility, i. e. assertoric, apodictic and problematic judgements [Philosophical Encyclopedic Dictionary, p. 243].

It is more important for linguists to determine the status and place of this category in the general linguistic system, as well as the linguistic ways and means of its interpretation at all levels of language.

In the modern Russian language, the concept of *modality* is traditionally studied in the functional-semantic aspect and to a greater or lesser extent is considered in the studies of such scholars as V. V. Vinogradov, T. B. Alisova, A. V. Bondarko, G. A. Zolotova, N. S. Valgina, O. S. Akhmanova, V. Z. Panfilov, E. V. Paducheva, A. V. Zelenshchikov. T. T. Krasnova, G. V. Kolshansky, V. N. Bondarenko, G. Y. Solganik, I. R. Galperin, N. D. Arutyunova, Y. S. Stepanov and others.

B. B. Vinogradov in his work "On the category of modality and modal words in the Russian language" demonstrates a broad approach to the study of modality, he defines this category as a semantic one, expressing the attitude of the content of an utterance to the surrounding reality from the speaker's point of view. When defining the concept of *modality, the* researcher comprehensively considers the characteristics, scope and content of this category. In his opinion, this category has a "mixed lexico-grammatical character" and expresses the following meanings:

1) Meanings expressed by the syntactic and analytic forms of the verb inflection;

2) The meanings expressed by intonation in "one-sentence unsentential subordinate sentences" (this term was proposed by A. A. Shakhmatov), i.e., in exclamatory, descriptive constructions reflecting a wish, an order and a question;

3) Meanings reflected by collocations that consist of a verb form with a lexical meaning close to the modal or an infinitive form from another verb;

4) Meanings manifested by combinations of the infinitive with noun words, including "emotional characterisation of the action, emotional attitude towards the action or subject, and emotional-volitional qualification of the action";

5) Meanings expressed by modal words or particles [Vinogradov 1975: 53-87].

V. V. Vinogradov's definition is widespread in modern Russian studies; following him, other scholars, such as A. V. Bondarko and G. A. Zolotova, emphasise that there is reality and irreality in a speaker's attitude to reality. On this basis, G. A. Zolotova considers *modality* as "the opposition of the real/irreal attitude of an utterance to reality" [Zolotova 1962: 65-80]. [Zolotova 1962: 65-80]. Taking into account the real and irreal attitude of an utterance to the surrounding reality, A. V. Bondarko characterises this category as "a complex of actualised categories characterising, from the speaker's point of view, the attitude of the propositional basis of the content of an utterance to reality according to the dominant features of reality/irreality" [Bondarko 1990: 59].

In many works one can find a narrow approach to the study of this category. From this point of view, linguists take a model of analysis from the sphere of philosophy. Some linguists, such as G. V. Kolshansky, V. Z. Panfilov, V. N. Bondarenko, identify the indicative mood with the modality of reality, the imperative mood with the modality of necessity, and the subjunctive mood with the modality of possibility. However, in our opinion, this understanding is not legitimate, because it takes into account only one means of conveying different modal meanings - the inclination of the verb.

M. Grepl also considers *modality* from the point of view of a narrow approach. The researcher distinguishes three aspects of modality: *general modality*, *voluntative modality* and *truth modality*. General modality is understood as the main component of any utterance by means of which in an utterance the speaker gives the grammatical formula of the sentence the status of a message, question, command or wish. Voluntative modality, according to him, represents the attitude of the producer of an action towards its realisation, such as necessity, possibility, intention, etc. As for the truth modality, it indicates different degrees of the speaker's conviction of the real significance of the content of his utterance [Grepple 1973: 277-301].

Г. A. Zolotova, while generally following the narrow approach, divides three types of modality relations: the relation of the *utterance to reality*; the relation of the *speaker to the content*; the relation *between the subject- native speaker and the predicative feature*.

She also differentiates between intra-syntactic modal relation - the relation between the subject and the action) and extrasyntactic modal relation - the relation of the content of the utterance to reality or the relation of the speaker to the content of the utterance. She believes that the intrasyntactic modal relation is manifested mainly by lexical means (e. g. modal words: modal verbs, words expressing the category of state), and the extrasyntactic modal relation - by grammatical means (e. g. inclination) [Zolotova 1962: 65-80].

The next approach to the study of this phenomenon is the communicative-grammatical approach, within the framework of which T. B. Alisova studies the notion of *modality,* investigating the notion of predicativity, and taking into account the communicative purpose and forms of the speaker's evaluation of the subjective-predicative relation of the dictum, considers communicative modality and subjective-evaluative modality as categories expressing elementary modal meanings [Alisova 1971: 55]. In her opinion, *communicative modality is* distinguished on the basis of activity (according to Alisova causativity), i. e. on the basis of the act of speaking, since it presupposes in the utterance a communicative purpose and show the relation between the speaker and the interlocutor. And depending on the fact that the forms of communicative modality are directly expressed by verbal inclinations (indicative, conjunctive, conditional and imperative), this subtype of the modality category is subdivided into the modalities of message, question and inducement; and *subjective-evaluative modality is* distinguished by the sign of inactivity, which accompanies the act of speaking (speech act) and reflects the following simplest forms of subjective-predicative relation to the dictum, the division of which is based on the concept in logic: known, expressing with the dictum of the speaker. The author also describes the main ways of expressing modality - syntactic inclination and the construction of explicit modality. Syntactic inclination is understood as a special syntactic unit - an analytical form, which is formed from "the interaction of the morphological inclination, and other grammaticalised elements of the structural scheme of the sentence"; these include modal words (*let, though), modal* particles (*would, whether),* service modal verbs (could, *should)* and intonation, which

perform a grammatical function. Following Bally, the author singles out the construction of explicit modality as an important way of conveying the attitude to the denotative, which is considered within the framework of a compound sentence with various reference modal verbs, since the reference verb can act as a separate verb lexeme expressing certain modal meanings and having its own governing subject and an additional adjectival part or infinitive turn [Alisova 1971: 54-59].

In the Dictionary of Linguistic Terms O. S. Akhmanova presents modality as a conceptual category "with the meaning of the speaker's attitude to the content of the utterance and the attitude of the content of the utterance to reality (the attitude of the reported to its actual realisation). S. Akhmanova presents *modality* as a conceptual category "with the meaning of the speaker's attitude to the content of the utterance and the attitude of the content of the utterance to reality (the attitude of the reported to its actual realisation), expressed by various grammatical and lexical means, such as forms of inflection, modal verbs, intonation, etc." [Akhmanova 1996: 237]. This understanding is widely represented in modern definitions of modality, for example, Dang Tih Sham defines this category as "the attribution of the content of an utterance to reality", i. e. the realisation of the category of modality reflects both the attitude of the subject to the action and the attitude of the subject to the reliability of the content of the utterance [Dang Tih Sham 2005: 134].

Generalising the results of comprehension of the category we are interested in, E. N. Aliyeva notes that *modality* is a constantly functioning and constitutive component of an utterance; it is expressed at the logico-grammatical level of an utterance; it is divided into objective and subjective, reflecting different modal meanings in different contexts; and it serves both grammatical and logical sides of an utterance [Aliyeva 2010: 14-16].

The studied category is also considered as one of the most important textual categories. According *to* I. R. Galperin a, the text is the basic communicative unit, the attitude of the speaker to the surrounding reality is a characteristic feature of any utterance and is expressed by various means - from the grammatical to the stylistic level, while the expression of the category of modality is a factor inherent in any speech action and is

understood as "the essence of the communicative process" [Galperin 1981: 113]. Considering different types of text, the author notes that in them modality manifests itself unevenly, brings functional-semantic character to an utterance and is present in different types of information. In addition to different-level linguistic means, textual modality is also reflected by means of "characterisation of characters, peculiar distribution of predicative and relational segments of an utterance, maxims, inferences, actualisations of text parts, etc.", its formation is also influenced by a number of extra-linguistic factors [Galperin 1981: 115].

3. Я. Turaeva points out that text linguistics comes closer to cognitive science because the category of modality is related to important aspects of being and its refraction in consciousness and language. This category simultaneously shapes rational consciousness and reflects evaluative and emotive shades of meaning. In her opinion, this category should be considered as a "comprehensive" conceptual category reflecting the target communicative attitude of the speaker and various evaluative-emotional colours [Turaeva 1994: 109].

Within the framework of the same approach G. Ya. Solganik considers the studied category at the linguistic and speech levels. According to the researcher, subjective modality, as well as objective modality, is an obligatory feature not only of a sentence-expression and other linguistic units, but also of speech (text). In this regard, the speaker plays a crucial role in the creation of a text, since "linguistic (and non-linguistic) means become speech only when their connection with the speaking person, with the self, i. e. in the speech act" [Solganik 1999: 360]. The author rightly points out that "the self is the centre, the centre of the field of the category of subjective modality" [Solganik 1999: 364], there is a complication of the structure of the self in the text - "It does not simply pass from language to speech, but is modified, complicated. And the main thing is that the speaker's self, passing into speech, may or may not coincide with the producer of speech. And here we are faced with processes that are purely textual" [Solganik 1999: 365]. The author distinguishes between linguistic (intramodal) and textual (extramodal) means of expressing subjective modality, and the main means forming and constituting subjective

modality is the category of speech producer. So, according to the author, at the linguistic level the category of subjective modality is a semantic category that gives the opportunity to express various evaluative attitudes of the speaker to the environment; as for the speech level, the studied category is considered as the most important textual, or rather speech-forming category, which is realised precisely in the speech act, and by means of which the transition from language to speech action is carried out [Solganik 1999: 360-367].

Thus, modality is a multidimensional category by means of which multiple meanings are expressed, both in a broad and narrow approach. Within the framework of this study the category of modality is recognised as one of the anthropocentric functional-semantic categories, which represents the most important component of an utterance, reflecting different types of speaker's attitudes to the content of the utterance and the correlation of the utterance with the surrounding reality.

Modern linguistics traditionally distinguishes two types of modality category: *objective* and *subjective*. However, there are other opinions about this problematic.

Some researchers believe that in linguistics the division of modality into objective and subjective modality is inappropriate, because language as an independent system is always subjective. This is mentioned by E. Benveniste in his work "On Subjectivity in Language". According to his point of view, language and speech are inherently subjective, he assumes that "the speaker's ability to represent himself as a subject, manifested not in the feeling of himself as such, but in language: the one is 'Ego' who says 'Ego'" [Benveniste. 2002: 293].   E. Benveniste also notes that in the process of communication there is an *opposite,* because in this process there is a mutual reflection of communicators in relation to each other. In this regard, he suggests that in the process of communication there is *intersubjectivity*, or in other words, *bilateral subjectivity* [Benveniste. 2002: 294].

Adhering to the point of view of the French linguist E. Benveniste, G. Y. Solganik notes that "language as a system of signs designates objects, concepts, phenomena independently of human will and desire. However, <...> language processes (nomination, predication, etc.) are carried out from the point of view of the collective linguistic consciousness, ultimately from the speaker's point of view" [Solganik 2010: 1-10].

As mentioned above, T. B. Alisova distinguishes communicative modality (message - imperative mood, question - interrogative mood, inducement - imperative) and subjective-evaluative modality (syntactic indicative, conjunctive, conditional, optative, presumptive mood, etc.) on the basis of the speaker's activity/inactivity. The active attribute represents the act of speaking, which organises communication and is the causation of knowledge (to inform - to make the interlocutor know), the reciprocal act of speaking (to ask - to make the interlocutor speak) and the concrete action (to order - to make the interlocutor do); and the inactive attribute is the evaluative attitude of the speaker to the subjective-predicative relation of the dictum [Alisova 1971: 54-55].

As for the traditional approach to the typology of modality, the German linguist W. von Humboldt was the first to show interest in the correlation between objective and subjective modality. Following V. von Humboldt, T. T. Krasnova believes that there is "a means of transforming the subjective into the objective, while speech activity, even in its simplest manifestations, is a connection of individual perceptions with the general nature of man" [Krasnova 2003: Krasnova, 2003]. [Krasnova 2003: 23].

According to reality/irreality, A. V. Zelenshchikov divides *modality* into real (direct) and hypothetical (indirect) modality. It should be emphasised that the essence of both types of modality singled out by the author is that they have only objective side [Zelenshchikov 2010: 67].

There is another point of view in the question of the typology of the category of modality. Y. S. Stepanov believes that "modality is neither a subjective nor an objective category, but an objective-relative category. Modality is the representation of reality from the point of view of the subject of speech - the "I" of the speaker, but from the point of view of typified, objectified "once and for all" - for a given state of language - by means of the language itself" [Stepanov 1981: 257].

We believe that modern Russian-language media discourse is a special type of communication, it contains both information about reality and information about the speaker's personality. On this basis, following the majority of researchers in our work the category of modality is considered in the objective-subjective relation. Thus, objective

and subjective modality are distinguished. When realising the category of objective modality, the attitude of the reported to reality from the position of reality/irreality is reflected, and when realising the subjective modality, the speaker can express his personal attitude to the statement, i. e. his own opinions or positions.

It is interesting to look at the linguistic comprehension of the category of modality in Russian science taking into account the state of affairs in Chinese linguistics.

Compared to modern Russian linguistics, the concept of *modality is* not fully defined in modern Chinese. Despite the fact that there are numerous scientific works devoted to this topic, however, there is no universally recognised definition covering all the features of the category of modality in Chinese. It should be noted that in modern Chinese studies the terminology of the category under study is also a controversial issue; different studies use different terms to denote the same linguistic phenomenon. For example, scholars use the following terms to denote modality: 语气 'tone, intonation, inclination, modality' (*yǔqì*)，口气 'manner of speech, intention of speech, modality' (*kǒuqì*) and 情态 'mood, emotion, modality' (*qíngtài*)；for modal verb, which is the most used class of words to convey modal meanings, there are also numerous variants: 助动字 (*zhùdòng zì*) [Ma Jianzhong (马建忠) 1898], 助动词 (*zhùdòng cí*) [Zhang Shizhao (章士钊) 1907, Liu Shuxiang (吕叔湘) 1979, Ding Shengshu (丁声树) 1999], 能词 (*néngcí*) [Gao Mingcai (高名凯) 1948], 能愿动词 (*néngyuàn dòngcí*) [Wang Li (王力) 1985, Qi Huyan (齐沪扬) 2005], 衡词 (*héng cí*) [Chen Wandao (陈望道)], and 情态动词 (*qíngtài dòngcí*) [Peng Lizhen (彭利贞) 2007, Zhu Guanming (朱冠明) 2005]. After the 80s of the twentieth century, based on the results of the analysis of the realisation of the category of modality in European languages, the systematic consideration of this category begins, and the results of the study are presented in the research works of the following scholars: C. L. Tsang, L. Tsang, H. Tiee, Wang Li (王 力), Liu Shuxiang (吕叔湘), He Yang (贺 阳), Qi Huyan (齐沪阳), Xu Jingning (徐晶凝), Cui Xiliang (崔希亮), Wen Suoling (温锁林), Tang Tingchi (汤廷池), Lu Chuan (鲁 川), Xie Jialing (谢佳玲)，Zhang Xiusong (张秀松)，Zhang Yunqiu (张云秋) etc.

The first work that touched upon the study of the category of modality in Chinese is 《马氏文通》 (*Mǎ shì wéntōng*), translated as "Explanation of the Rules of Mr Ma's Written Language", which was published in late 19TH century and authored by Ma Jianzhong (马建忠) . This paper is the first to introduce the concept of 助动字 (*zhùdòng zì*), which translates into Russian as "auxiliary one-syllable word" [Davletbaeva, Fatkullina 2019: 253], and a number of auxiliary one-syllable words are discussed in detail, for example, 能 'to be able' (*néng*), 足 'to cost' (*zú*), 可 'perhaps' (*kě*), etc. The creation of this work is an important moment for the development of the theory of modality within Chinese linguistics; after its publication, many scientific works devoted to the description of private linguistic means of expressing the studied category appear, among which various 情态动词 'modal verb' (*qíngtài dòngcí*) are dominant.

The first attempts at a systematic consideration of the category of modality in modern Chinese are based on the Chinese translation of F. R. Palmer "Mood and Modality", whose title in Chinese is 《语气与情态》 (*yǔqì yǔ qíngtài*). This paper examines the concept 语气 (*yǔqì*) , which corresponds to the English term *mood*, which denotes the concept of *inclination* in Russian linguistics; and the concept 情态 (*qíngtài*) , which denotes the English term *modality,* which translates into Russian as *modality*. It should be noted that the category of inclination in Chinese studies has its own peculiarities. According to the sinologist D. A. Karpeck, this category in Chinese is translated by the word 语式范畴 'category of inclination' (*yǔshì fànchóu*), which is peculiar to verbs. The author rightly notes that inclination is present in Chinese in the formation of these or those functional types of sentences, but its morphological indicator is a lacuna, the meanings of inclination are expressed precisely in a 'syntactic way' [Karpeca 2017: 351-353]. Pointing out the correlations between the highlighted two categories, S. A. Simatova and S. B. Naumenko suggest that 语气 'tone, intonation, inclination, modality' (*yǔqì*) is 'the category of modality in the narrow sense', representing the core of 'the category of modality in the broad sense 情态 'mood, emotion, modality' (*qíngtài*) , and modality in the narrow sense is not a purely grammatical category in the understanding of traditional

Russian and Western studies, it manifests itself at various levels of language and is considered in the first place at the textual level [Simatova, Naumenko 2016: 117].

Based on the theory of modality by F. R. Palmer. Palmer), modern Chinese linguistics distinguishes the following main types of modality: 动力情态 (*dònglì qíngtài*), a modality related to the desirability and potential ability to perform an action in a subject; 道义情态 (*dàoyì qíngtài*), a deontic modality, which is related to morality or rules in a certain society; 认知情态 (*rènzhī qíngtài*) - epistemic modality, which is based on the knowledge and consciousness of the subject, expresses the speaker's attitude towards the utterance on the plan of its possibility and reality. However, there are other typologies in modern research on this topic.

Note that He Yang (贺阳) gives a more systematic treatment of the concept of modality, but the author uses the term 语气 'tone, intonation, inclination, modality' (*yǔqì*) as a concept of modality. In his view, the category of modality expresses 'the subjective consciousness and perception of what is expressed by the speaker, which is reflected by means of various grammatical modes. In fact, modality has two characteristics: 1) semantically, a sentence can be divided into two parts: 命题 'utterance' (*mìngtí*) and 语气 'modality' (*yǔqì*) (according to He Yang (贺阳)). An utterance is a statement about objects or events as such, modality is a statement about the utterance - the content of the utterance, and the purpose of the utterance, and the speaker's attitude of judgement, and evaluation, etc., or the emotions associated with the utterance... 2) in terms of form, modality is grammatical meaning expressed in grammatical ways" [He Yang (贺阳) 1992: 59]. It can be noted that, as in Russian linguistics, the author divides the members of the sentence into two parts – 命题 (*mìngtí*) , the corresponding *dictum* and 语气 (*yǔqì*) - *modus,* i.e. the studied category is considered by the author along the objective-subjective line. In his opinion, 命题 'dictum' (*mìngtí*) implies the description of an object or event, i.e. the objective side of the sentence, and 语气 'modus' (*yǔqì*) is the secondary expression of the utterance, i. e. the speaker's communicative aims, evaluation and attitude to the utterance, and emotions that arose during the perception of the utterance

are expressed. In this case, the author distinguishes three subsystems in the system of the category of modality: 功能语气 (*gōngnéng yǔqì*) - functional modality (communicative goal setting), which implies communicative functions, and the author distinguishes the imperative, interrogative, inductive and exclamatory types of modality, which are similar to the types of communicative modality in T. B. Alisova; 评判语气 (*píngpàn yǔqì*) - evaluative modality, which expresses the speaker's evaluation or attitude to the surrounding reality, epistemic modality, modal meanings "oughtness" and "possibility and desirability", etc. can be included there. etc.; 情感语气 (*qínggǎn yǔqì*) is an emotive modality that reflects the emotion or expressivity that occurred in a particular context, we can identify such emotions: surprise, conviction, realisation, etc [He Yang (贺阳) 1992: 59-66].

Following He Yang Qi Huyan (齐沪扬) also uses the term 语气 'tone, intonation, inclination, modality' (*yǔqì*) to refer to the concept of *modality* and believes that "modality - is a kind of subjective awareness by the speaker of an utterance expressed in grammatical form" [Qi Huyan (齐沪扬) 2002: 1]. According to the author, 功能语气 (*gōngnéng yǔqì*) is a category of functional modality (translated by Liu Haotong, hereafter LH) that serves to fulfil global communicative purposes, and sentence types such as narrative, question, inducement and exclamation are distinguished. However, the author distinguishes a special type of modality - 意志语气 (*yìzhì yǔqì*), in our work we propose such a variant of translation of this term - "volutative modality" (LH translation), it consists of 评判语气 'evaluative modality' (*píngpàn yǔqì*) and 情感语气 'emotive modality' (*qínggǎn yǔqì*), which are highlighted by He Yang. Meanwhile, volutative modality reflects the speaker's emotion and evaluative attitude towards the content of the utterance, and expresses the following modal meanings: possibility, permission, desirability and understanding [Qi Huyan (齐沪扬) 2002: 42].

It should be noted that there are works in modern Chinese linguistics whose authors distinguish between these two closely related concepts 语气 'tone, intonation, inclination, modality' (*yǔqì*) and 情态 'mood, emotion, modality' (*qíngtài*), and use 情

态 (*qíngtài*)" to refer to the phenomenon under study, e.g. Tang Tingchi (汤廷池), Peng Lizhen (彭利贞), Lu Chuan (鲁川), Cui Xiliang (崔希亮), Xu Jingning (徐晶凝), etc., and others. Tang Tingchi (汤廷池) believes that the category of modality is "the speaker's point of view or attitude towards the content of an utterance, and identifies the following main meanings of modality: judgement on truth, cognition, desire, degree of desirability, probability, necessity, etc." [Cited in Shui Changxi (税昌锡) 2018: 276-277]. According to Lu Chuan (鲁川), this category is considered as "the speaker's judgement or evaluation of objective events based on his subjective approach and his subjective opinion" [Lu Chuan (鲁川) 2007: 34]. Peng Lizhen (彭利贞) gives the most common and fundamental definition: 'the modality category - is the subjective attitude of the speaker towards the true meaning of the sentence or the actual state of events' [Peng Lizhen (彭利贞) [Peng Lizhen (彭利贞) 2007: 4].

Cui Xiliang (崔希亮) considers 语气 'tone, intonation, inclination, modality' (*yǔqì*) within the concept of 情态 'mood, emotion, modality' (*qíngtài*) and distinguishes three modal categories: 直陈情态 'direct modality category' (LH translation) (*zhíchén qíngtài*), by which the following meanings are shared: assumption, assumption, evaluation, credibility/invalidity, agreement/disagreement, etc.; 能愿情态 'the category of possibility and desirability' (LH translation) (*néngyuàn qíngtài*), which includes such modal meanings as desirability, ability, oughtness, probability, prohibition and permission expressed by the modal verb;   事件情态 'category perfect of the event' (LH translation) (*shìjiàn qíngtài*), which is related to the time and state of the event and is expressed by a modal adverb, a verb and a complementary verb element [Cui Xiliang (崔希亮) 2003: 335-341].

A special term for labelling the category of modality in Modern Chinese is proposed by Wen Suoling (温锁林), in his opinion, the concepts of 语气 'tone, intonation, inclination, modality' (*yǔqì*) and 情态 'mood, emotion, modality' (*qíngtài*) should be regarded as pragmatic categories, close but different from each other, and in Modern

Chinese 语气 (*yǔqì*) reflects the purposes of an utterance, corresponding to the functional-semantic types of sentences in Modern Russian; and 情态 (*qíngtài*) brings into speech the emotional side of the utterance and different types of the speaker's attitude to what is communicated" [Wen Suolin (温锁林) 2001: 87]. His later work proposes a new term to denote the category under study – 口气 'manner of speech, intention of speech, modality' (*kǒuqì*) and discusses different types of modality, according to him, "modality represents the subjective feelings of the speaker towards the utterance, i.e. the subjective emotions or attitudes of the speaker that are contained in the objective utterance that is part of speech communication" [Wen Solin (温锁林) 2013: 23]. According to the author, two main types of modality category are distinguished: 1) 认识情态 'cognition modality' (LH translation) (*rènshí qíngtài*), which reflects the speaker's subjective cognition in utterances, there are three subtypes - 真值情态 'truth modality' (LH translation) (*zhēnzhí qíngtài*), 道义情态 'deontic modality' (*dàoyì qíngtài)* and 意愿情态 'desirability modality' (LH translation) (*yìyuàn qíngtài)*; 2) 表现情态 'expressive modality' (LH translation) (*biǎoxiàn qíngtài*), viz.i.e. 口气 'manner of speech, intention of speech, modality' (*kǒuqì*), which expresses the speaker's emotion or attitude towards the utterance, and are often accompanied by various facial expressions [Wen Suoling (温锁林) 2013: 34].

Distinguishing between the concepts of 语气 'tone, intonation, inclination, modality' (*yǔqì*) and 情态 'mood, emotion, modality' (*qíngtài*), Zhang Yunqiu (张云秋), Lin Xiuqin（林秀琴）consider modality as a semantic category that is the main background component of a sentence and exists in all languages of the world. In their opinion, the category under study reflects the attitude of the speaker and writer to the content of an utterance or event on the basis of reality/irreality, objective and subjective modal meanings are distinguished: possibility, desirability, permission, prohibition, oughtness, supposition, reasoning, etc. [Zhang Yunqiu (张云秋), Lin Xiuqin (林秀琴) 2017: 120-121] . Their work details the different discharges of 情态副词 'modal adverb'

(*qíngtài fùcí*), which appears to be a frequent way of expressing this category, and elucidates their functions and place in the overall system of expressing the modality category of Modern Chinese. In modern Chinese studies, the division of 情态副词 'modal adverb' (*qíngtài fùcí*) as a separate class of means of expressing modality is a controversial issue, most scholars use the terms 语气副词 'modal adverb ' (*yǔqì fùcí*) or 评注性副词 'adverb, 'expressing the speaker's evaluation and comment' (*píngzhùxìng fùcí*) due to the fact that, firstly, the concepts of 语气 'tone, intonation, inclination, modality' (*yǔqì*) and 情态 'mood, emotion, modality' (*qíngtài*) are treated either as synonymous concepts or in a subordinate relation; secondly, the described lexical units are polysemous and fulfil different functions in speech [Zhang Yunqiu (张云秋), Lin Xiuqin (林秀琴) 2017: 121-129].

So, we can conclude that the study of the category of modality in modern Chinese studies seems to be in demand and open, since this category is still not fully defined, and, moreover, the system of terminology is far from uniform. We can define the concept of 语气 'tone, intonation, inclination, modality' (*yǔqì*) from the point of view of communication; depending on its global purpose, narrative, interrogative, inquisitive and exclamatory sentence types are distinguished, which are similar to the functional types of sentences in modern Russian; as for the notion 情态 'mood, emotion, modality' (*qíngtài*), it is a semantic category and expresses the speaker's subjective attitude to the surrounding world with the help of various linguistic means. It should be noted that in modern Chinese linguistics the concept of *modality,* according to the majority of researchers, is brought closer to subjective modality, since in the definitions presented above there is a minimal presence of judgement regarding the objective side of the utterance. Some works highlight 认知情态 'epistemic modality' (*rènzhī qíngtài*) as one of the subtypes of the category of modality, which is related to the consciousness of the speaker, expresses the subjective attitude of the speaker to the utterance on the scale of reality/irreality or credibility/invalidity.

It should be noted that the presentation of the category of *modality* in modern

Chinese is relevant for teachers of Russian to Chinese learners. Russian and Chinese languages have their own, different terminological system of denoting the studied category, moreover, the essence of this category is also presented differently when describing the grammatical system of the two languages. It is believed that some understanding of the above issues can help a teacher of Russian language teaching to eliminate difficulties in explaining the terminological apparatus and the functioning of the means of the studied category in the Chinese audience.

1.2. Typology of subjective-modal meanings and epistemic modality

As stated above, in modern Russian studies the study of the category of modality has a long history, there are different approaches to this problem. One of the varieties of modality - subjective modality is also considered by researchers from different points of view, and the typology of its semantic meanings is a debatable issue in modern linguistics. The basic idea of subjective-modal meanings is given in the works of such researchers as T. B. Alisova, V. V. Vinogradov, N. Y. Shvedova, E. V. Paducheva, L. A. Biriulin, E. E. Kordin, V. V. Khimik, E. N. Orekhova, E. I. Belyaeva, I. G. Nikolskaya, A. V. Velichko, K. T. Soldatenkova and others.

The Concise Russian Grammar defines *subjective modality* as a set of formally heterogeneous means by which a speaker can express his personal attitude to the reported [Concise Russian Grammar, 1989: 49]. Here is a description of semantic meanings conveying subjective modality, and on the other hand, a listing of syntactic means expressing the described semantic meanings.

The Russian Grammar [Shvedova, 1980] offers two groups of subjective-semantic meanings: *evaluative-characterising meanings* and *proper-evaluative groups*. The first group includes values expressing relations between the characteristic of some event and the attitude to these characteristics. The authors note that when expressing such meanings, objective-subjective relations can be carried out, since the characteristic of an event may not be subjective, but only the evaluation to them is subjective. The second group contains meanings that reflect the speaker's own personal attitude to what he reports [Grammar 80, vol. II, 1980: 216-217]. The disadvantage of this classification, in our opinion, is that the

semantic meanings of the two groups allocated by the authors overlap. When expressing evaluative meanings proper, the meanings belonging to the first group can also be realised. Accordingly, the opposition of the two subjective-modal meanings in Grammar 80 is rather conventional. It should be noted that this classification of subjective-modal meanings does not show the connection between the described semantic meanings and the listed ways of their expression.

E. V. Paducheva defines subjective modality as an egocentric category, with its help in an utterance the speaker's mental or mental attitude is expressed, i.e. the speaker's attitude to what he reports about [Paducheva 2017. http://rusgram.ru/]. Relying on the classification in Russian Grammar [Shvedova, 1980], E. V. Paducheva in her work "Semantic Studies. Semantics of time and kind in Russian. Semantics of Narrative" divides subjective-modal meanings into two groups.

The first group includes the means functioning in speech to convey the speaker's personal attitude to the utterance itself - "to any aspect or part of it: to its content, form, degree of reliability, to its relation to other utterances", i. e. *evaluative and characterising* meanings are expressed, following the classification of the Russian Grammar [Shvedova, 1980]. Here the author notes that the linguistic means of this group are non-explicit, because the speaker's attitude to his utterance should not be expressed "by means of a separate predication with a subject in the 1st person denoting the speaker", and the speaker acts as a subject of consciousness, thought and other propositional attitudes. The author singles out modal words, in most uses of which the subject is not the speaker himself, but the person designated by the subject in the sentence, e. g. the words *can, must, can, must, must, may, must, may,* etc. The author also singles out modal words. According to E. V. Paducheva, the means by which the speaker non-explicitly characterises his own attitude to the degree of reliability of the statement are indicators of epistemic modality [Paducheva 1996: 299-301].

The second group contains "indicators of the illocutionary purpose of the sentence", i. e. these are expressive means reflecting the speaker's "communicative intention" in communication. In the author's opinion, these means serve to convey *their own evaluative*

meanings, and the speaker himself should not be represented explicitly, he acts as the subject of speech. The author lists the following semantic meanings in this group: agreement/disagreement, acceptance/non-acceptance, categorical or attenuated, approval, censure, condemnation, appeal, inducement, misunderstanding, threat, underlining, etc. The author lists the following semantic meanings in this group.

E. V. Paducheva notes that one utterance can reflect the subjective modality meanings of two groups, since the non-explicit expression of the speaker's attitude is usually expressive, and when expressivity is expressed, the speaker's intention is often reflected. It should be noted that the meanings of both groups have in common:

1) Non-explicitness of the modal subject in the utterance;

2) The presence of the speaker is explicit [Paducheva 1996: 299-301].

In Russian Corpus Grammar, E. V. Paducheva pays special attention to the semantic meanings of possibility and necessity, which, in her opinion, represent a special kind of *subjective modality* category. The author distinguishes ontological, deontic and epistemic possibility and necessity, and reveals the peculiarities of functioning of the main means of expressing subjective modality: inclination, constructions with conjunctions, particles, with lexical repetition, with interjections, and introductory units.

A. B. Velichko offers a functional approach to the study of this problematic. As an object of study the author takes phraseological structures (hereinafter referred to as FS), which are associated with "mental, intellectual, emotional side of an individual's life, express phatic speech behaviour of a person and are aimed at the implementation of the speaker's needs as a communicator" [Velichko 2012: 17]. The author notes that the phatic function of the FS is fulfilled by the presence of subjective modality. In her opinion, the category of subjective modality is a reflector of the complicated interaction between the components of the communicative situation (addressee, addressee, content of communication and reality). She also points out that the category of subjective modality in different FS is a communicative component reflecting the situation of communication, indicating the communicators, their relations, the speaker's attitude to the content of the utterance and the attitude of the utterance to reality.

A. V. Velichko's work suggests 6 semantic groups: FSs expressing evaluation and characterisation (*Ai da master*; A pie for *all pies!*; *What is not a gift*, etc.); FSs expressing agreement, acceptance and objection (To go *so to go, Why not to go*; Isn't it *help*; *Work is work, etc.*); FSs expressing necessity, expediency, unnecessity and impossibility (*How not to go*; *No we should call him*; *Not to sit here till evening!*; *So that he would be late!,* etc.); FSs expressing necessity, expediency, unnecessity and impossibility (*How not to go; No we should call him; Not to sit here till evening!; So that he would be late!,* etc.); FSs expressing referential limitation, singularity/multiplicity of the characterised situation (*He should only have fun*; *Every house in the city has unique architecture*; *Wherever he has been! etc.); FSs* expressing logical limitation, singularity/multiplicity of the characterised situation (He should *only have fun; Every house in the city has unique architecture; Wherever he has been!* etc.).); FSs reflecting logical emphasis (*Ilya knows the North well*; *He studies not somewhere, but at Moscow State University*; *Old residents do not remember such a harsh winter, etc.*); FSs reflecting logical conditionality of situations (*When she left, he became sad and lonely*; If only the *weather were good, but it rains all week long*; *Work is work, but you need to rest,* etc.). The author presents a more versatile classification of phraseological structures reflecting subjective-modal meanings in the functional aspect, but there are also ways of expression at different levels of language in the speech space, in particular, lexical, which seem to be dominant, and these ways are not analysed by the author (e.g. modal particles: *like, avos, ostensibly, etc.;* introductory words: *certainly, perhaps, maybe, etc.*; lexico-semantic groups of nouns, adjectives, adverbs, verbs with different subjects, etc.).

Modern works also present a new approach to the study of the category of subjective modality - the *pronoun approach* proposed by K. T. Soldatenkova and R. Vergauwen. This approach offers the possibility to consider semantic meanings of subjective modality using a formal systematic way that is verifiable. According to the authors, in this approach the notions of pronoun sentences, the possibility/impossibility of proportional relation between pronoun paradigms and lexical elements, the related notions of the construction predicator and epitaxis play a crucial role, and "the meaning

of a construction should be determined in accordance with the formal characteristics of this construction and the place this construction occupies in the network of syntactic axes" [Soldatenkova, Vergauwen 2010: 167].

However, the authors note that the meaning of a sentence does not always correspond to its formal features. For example, "*Victor works at the factory*", "*Victor is a dog in maths*", in the second example the proportionality relations with the verb core and pronoun paradigms are broken. At the same time, it should be noted that in regular syntactic constructions there is a "relation of proportionality between the lexical elements of the verb construction and its pronoun scheme" [Soldatenkova, R. Vergauwen 2010: 166-167], while in other sentences this relation may be violated completely or partially. In case of a full violation, the core of the syntactic construction should be established, which is a predicator, complex predicator or modifier, and if the proportionality relation is partially violated in the sentences, the structure of these constructions includes syntactic phraseological phrases. The authors also note that in sentences there are some elements of the construction which "have no proportionality relation neither to pronoun paradigms nor to the pronoun core of the syntactic construction" [Soldatenkova, R. Vergauwen 2010: 166-167], and call these elements epitaxes, e. g. conjunctions, introductory units, particles, interjections, etc.].

The authors have analysed constructions with lexical phraseologisms, syntactic phraseologisms and epitactic elements. In these irregular syntactic constructions, researchers try to establish a proportionality relation, but the meanings that can be considered using the pronoun method are limited. Moreover, the means of expressing subjective modality are diverse, and formal features do not always correspond to their semantics.

The next approach to analysing the studied type of modality is functional-semantic. In the collective monograph "Theory of Functional Grammar: Temporality. Modality" distinguishes 6 main types of modal meanings:

1)   The speaker's evaluation of the content of the utterance in terms of reality/irreality reflects the attribution of the content of the utterance to reality;

2) Assessment of the situation denoted in the statement from the point of view of its possibility, necessity and desirability, expresses the attitude of the subject of the statement to the action;

3) The speaker's judgement of the speaker's confidence in the credibility of what is being reported, i. e. credibility modality;

4) The speaker's purpose statement: message, question, inducement and desire, i. e. communicative modality, with the communicative function as the modal meaning;

5) Assertion/denial meanings, by means of which the presence/absence of an objective relationship between the objects referred to in the sentence is reflected;

6) Emotional and qualitative evaluation of the content of an utterance [Biriulin, Kordin 1990: 67-71].

It should be noted that when singling out the functional-semantic field of reliability (hereinafter referred to as FSP of reliability), the authors identify the concepts of reliability modality, subjective modality, epistemic modality and persuasive modality. The FSP of authenticity is understood as a set of linguistic means with the help of which is expressed "the degree of conformity of the content of an utterance to reality, determined from the speaker's point of view" [Belyaeva 1990: 157]. [Belyaeva 1990: 157]. In another work by E. I. Belyaeva the modality of reliability (epistemic modality) is defined as " the relation of the content of an utterance to reality in terms of its reliability/unreliability established by the speaker" [Belyaeva 1985: 126]. [Belyaeva 1985: 126], the author also distinguishes 4 classes of reliability modality: the modality of certainty, uncertainty, probability and logical necessity.

According to E. N. Orekhova, *subjective modality* is an independent functional-semantic category that has an original content and specialised means of expression at different linguistic levels: lexical, morphological, syntactic, intonational. The author points out that if objective modality shows the propositional side of the statement, i. e. correlation to reality, then subjective modality is associated with the process of comprehension of facts and phenomena of reality. At the semantic level, the category of subjective modality is considered as a set of "qualifying meanings (typical subjective-

modal values) that take into account the nature of the speech subject's competence, the degree of his/her awareness, emotional state, the desire to establish contact with the interlocutor, maintain his/her attention, include him/her in the course of his/her own reasoning and evaluations" [Orekhova 2011: 12]. [Orekhova 2011: 12]. And at the grammatical level, this category acts as a predicative aspect of an utterance, which relates the utterance to reality, i. e. subjective modality "clarifies and corrects the objective-modal meaning of the sentence, associated with the opposition of reality-irreality" [Orekhova 2011: 13].

In the study of E. N. Orekhova offers a thorough consideration of subjective-modal meanings and their means of expression. The
author identifies 6 typical qualitative values of subjective modality: the core value of reliability-unreliability with the centre in the form of the modality of assumption; near-core values - emotional-evaluative, logical evaluation, contact-establishing, evidential, degree of ordinariness.

In the author's opinion, the *subjective modality of reliability-unreliability* represents a modal scale of degrees of reliability, on the two poles of which the categories of categorical and problematic reliability are located. In the field of categorical reliability, the semantics of certainty is central, and in the field of problematic reliability, the semantics of assumption. Other subjective-modal meanings are also located on this scale: doubt, assumption and imaginary.

In addition to the nuclear subjective-modal meaning of reliability/unreliability, E. N. Orekhova also identifies the following near-nuclear meanings of the studied category:

1) *Emotional-evaluative meaning,* which is connected with the category of emotionality and reflects the subjective attitude of the speaker to the statement from the point of view of his emotional state. The author notes that the category of emotionality manifests itself depending on the characteristic of evaluation: when disapproval is expressed, contempt, anger, disgust, fear, suffering, shame, etc. may be expressed, and when approval is expressed, joy, surprise, interest, etc. may be expressed;

2)   *Logical modality, in the author*'s opinion, expresses the logic of reflection, marking important points in the course of reasoning, highlighting the key, from the author's point of view, moments of the statement. The author identifies the following types of logical modality: relational modality, inference modality, modality of connection with the preceding and following parts of the text, additive modality, inclusion-exclusion modality, importance modality, illustrative modality;

3)   *The contact-establishing meaning is* manifested in a dialogue situation, with its help the speaker can check the presence of speech contact on the part of the addressee, supports his attention, active perception of information;

4)   With the help of means of expressing *evidential meaning* in an utterance, the speaker can indicate the author of the thought being expressed. This category is pragmatically conditioned, as it appears in dialogue, polemics and scientific discourse;

5)   The author defines the *modality of regularity* as a type of the meaning of repetition, and it is closely related to the category of temporality. According to the author, this category indicates the degree of singularity, the degree of regularity and the degree of generalisation [Orekhova 2011: 25-31].

So, the work by E. N. Orekhova considers various ways of conveying the meanings of subjective modality and their functional features. The author also rightly points out the nuclear-peripheral structure of the functional-semantic field of subjective modality.

Summarising the above, it should be noted that *subjective modality is* ambiguous and is interpreted from different points of view; moreover, there are typologies of subjective-modal meanings on different grounds.   In the study of subjective modality, the central place belongs to the category of reliability/unreliability, in other words, epistemic modality.

The concept of *epistemic modality is* borrowed from the terminology of logic, as well as the concept of modality in general. In modern linguistics, various terms are used to denote this phenomenon: *credibility modality*, *persuasive modality*, *truth modality, external subjective modality*, *modalisation*. However, most researchers consider this category within subjective modality in a narrower approach. We can conclude that

epistemic modality is a special type of subjective modality with a number of linguistic means of its transmission, with the help of which the assessment of the degree of truthfulness/unfaithfulness of the content of an utterance from the speaker's position is expressed.

1.3. The concept of discourse and the history of its study
1.3.1. Definition of discourse and its correlation with text

At present, there is a "discourse boom", which is "a consequence of a number of intellectual and social factors: modern communication technologies and the power of mass media, active interdisciplinary diffusion, the linguistic turn in philosophy and the introduction of the term 'communication' into philosophical usage" [Kasavin 2008: Kasavin]. Also in modern science there is a new scientific direction - discursology and a new method of scientific research - discourse analysis. Despite the fact that there are many scientific studies devoted to this topic, however, there is no clear and universally recognised definition of discourse, which would cover all its characteristics of use. Also, the accent of the word *discourse* causes difficulty in its use, as there are two equal variants of accent in this word: *discourse* or *discourse*.

It should be noted that the concept of *discourse is* studied within a number of scientific disciplines, such as linguistics, philosophy, literary studies, ethnography, sociology, sociolinguistics, psycholinguistics, etc., and has multiple meanings and interdisciplinarity. Based on this, there are different approaches to this scientific object in modern science.

The word *discourse* comes from the Latin word *discurrere*, which has the meaning of *discussion*. The word *discourse* as a term appears during the Renaissance, and developed in philosophy, rhetoric, and theology. In this historical period, discourse is used as a method "which, by means of a perfect mode of expression, articulates the faculties of reason and extracts hidden truths from the substance of the subject matter" [Kasavin 2008 : 287]. В XVII century the discourse is associated with the discussion of scientific issues in essayist style with the use of national language, at this time there is a change in the style of reasoning, individual authorship of the text is significant. At the same time,

under the influence of dogmatisation, discourse serves to create a functional "equivalent to divine revelation" [Kasavin 2008: 287-288]. In the next century the concepts of *discourse* and *treatise* coexist*; it* should be noted that natural scientific problems are treated discursively and essayistically, while humanitarian problems are treated systematically. В XVIII century *discourse is* actively developed in the field of literary studies, more precisely in the aesthetic and naturalistic French novel. And prepares a stylistic base for the emerging humanities. В XX century, many scholars pay attention to this subject, and numerous studies devoted to the theory of discourse appear, they are usually referred to two directions:

1) The German school, which formulates moral principles of discourse within the framework of communicative action theory based on Kant's philosophical theories and Anglo-American theories of language acts;

2) The French school of discourse analysis, which combines Nietzsche's and Heidegger's critique of rationality with postmodern neostructuralism and identifies discourse with the phenomenon of power. At the end of this period, *discourse* begins to be studied in other fields, such as psychology, ethnography, sociology and other socio-humanitarian disciplines [Kasavin 2008: 287-288].

The term *discourse* was introduced into modern linguistics by the American researcher Z. Harris in his article "Discourse Analysis" published in 1952. Harris in his article "Discourse Analysis" published in 1952. The author defines *discourse* as "a sequence of sentences uttered (or written) by one (or more) person in a particular situation" [Harris 1951: 3]. According to Z. Harris a discourse analysis is related to descriptive linguistics and linguocultural studies, i. e. discourse analysis considers the sequence of sentences offered by a speaker in creating reality, as well as the interaction of the speaker, speech and social situation. It can be noted that in discourse analysis the main objects are not only the language or linguistic units themselves, but also the situation in which the language is used.

In modern Russian studies, the concept of *discourse* appeared in the late XX century, many studies use the adjective *discursive* and its combinations. For example,

L. P. Yakubinsky uses the combination discursive *speaking* and believes that the study of language depending on the conditions of communication is the basis of linguistics [Yakubinsky 1986: 312]. L. S. Vygotsky offers the term discursive thinking and logical-discursive thinking in the field of psycholinguistics [Vygotsky 1999: 75]. Besides, A. N. Leontiev gives a number of terms with this adjective - discursive activity, discursive cognition, discursive thought, discursive process and discursive plan [Leontiev 1983: 80-345]. Only in the 70s discourse as an independent term begins to appear in Russian linguistic works.

Thus, the study of discourse has a long history, which can be traced back to the historical period of the Renaissance. It should be noted that this concept has various interpretations and there is still no consensus about it.

In linguistics, the concept of *discourse is* considered along with such similar concepts as speech, coherent speech [G. G. Pocheptsov], flow of speech, complex syntactic whole, superphrase unity and text [V. G. Borbotko]. Within the framework of linguistics this concept is also considered, definitions are used from a communicatively integral and complete speech work [E. V. Klobukov] to a certain type of mentality [I. D. Arutyunova], from a verbalised working consciousness [O. G. Revzina] to a complex communicative phenomenon that includes, along with the text, extra-linguistic factors influencing its production and perception [T. A. van Dake, R. A. Karimova], from a real, natural text to speech genres.

From the point of view of the communicative (functional) approach, discourse is often defined as one of the types of communication (communicative phenomenon). J. Habermas believes that discourse is used "to denote a type of speech communication that involves rational critical examination of values, norms, rules of social life. At the same time, Emile Benveniste worked on this issue, who considers discourse as "speech assigned by the speaker" [Benveniste 2002: 312]. From the same point of view T. A. van Dake considers discourse as "a complex communicative phenomenon that includes, in addition to the text, also extra-linguistic factors (knowledge about the world, attitudes, goals of the addressee) necessary for understanding the text" [van Dake 1989:

7].

Under the discourse V. G. Borbotko understands "a text, but one that consists of communicative units of language - sentences and their associations into larger unities that are in a continuous semantic relationship, which allows us to perceive it as a whole formation" [Borbotko 1998: 8]. [Borbotko 1998: 8].   In this study the author identifies the concepts of *text* and *discourse* and does not show the correlation between discourse and text. In later works he specifies that "discourse, also called the text of coherent speech, is a speech-thought process that leads to the formation of a structure" [Borbotko 1998: 1].

Г. А. Orlov considers *discourse* as a category of speech, which is realised in the form of an oral or written speech utterance, relatively complete in meaning and structure, the length of which is potentially variable: from a syntagmatic chain over a single utterance (sentence) to a meaningfully complete work (story, conversation, description, instruction, lecture, etc.) [Orlov 1991: 14]. In this definition, discourse is considered as a speech utterance, and the author specifies the form of discourse - written or oral speech and the volume of discourse.

Along with the communicative approach, a structural-syntactic approach is also emerging, where discourse is considered as a part of the text that exceeds in volume a *sentence*, a *superphrase unity*, a *complex syntactic whole* and a *paragraph*. V. Z. Demyankov considers *discourse* as a text fragment that consists of more than one sentence or independent part of a sentence. He points out that *discourse does* not always concentrate around the main concept and creates a general context that describes actors, objects, circumstances, times, actions, etc. According to V. Z. Demyankov, the main components are the circumstances accompanying the events, the background explaining the events, the evaluation of the participants of the event and the information relating the discourse to the events [Demyankov 1995: 7].

The Linguistic Encyclopaedic Dictionary presents a social, cultural-situational, cognitive understanding of this concept and reveals the difference between discourse and text. In this approach, discourse is understood as "a coherent text in conjunction with extra-linguistic - pragmatic, socio-cultural, psychological and other factors; a text taken

in the event aspect; speech considered as a purposeful social action, as a component involved in the interaction of people and mechanisms of consciousness (cognitive processes). Discourse is speech immersed in life. Therefore, the term discourse, unlike the term text, does not apply to ancient and other texts, whose links with living life are not directly restored" [Arutyunova 1990: 136-137].

B. V. Krasnykh emphasises that *discourse is* not only the utterance itself, which is the result of speech-thought activity, but also the activity in the process of which this utterance is generated. She defines *discourse* as "verbalised speech-thought activity, understood as a set of process and result and possessing both linguistic and extra-linguistic plans proper" [Krasnykh 2003: 113]. In this consideration, the result of discourse is the text created in the process of communication, and discourse represents the speech-thought activity itself. It should be noted that in this interpretation among the extra-linguistic factors of discourse, serving for mutual understanding between the participants of a communicative situation, the main one is the linguocognitive plan, which is connected with linguistic consciousness and serves the selection of linguistic means in a certain communication, and this parameter of discourse affects the result, i. e. the creation of texts. And the actual linguistic plan of discourse is directly related to the language system, to the use of linguistic means with the help of which texts are generated.

So, the analysis of modern scientific literature shows that *discourse* is a complex interdisciplinary multidimensional scientific phenomenon, in the linguistic sphere it also has no unambiguous definition. Following V. V. Krasnykh, we understand discourse as a communicative phenomenon in the form of speech and thinking activity, which simultaneously represents both the process and the product of this activity, the structure of discourse includes linguistic and extra-linguistic parameters proper, providing successful communication between its participants [Krasnykh 2003: 113].

In modern Russian studies, researchers try to distinguish between the concepts of text and discourse. The term *text is* traditionally interpreted as a linguistic unit that has "a complex, hierarchically organised multidimensional structure, representing a speech work characterised by integrity, coherence and completeness" [Solganik 2005: 15].

Together with the study of the text, other directions of studying this subject appear - stylistic analysis, communicative stylistics. At the same time, the *text* also acquires extra-linguistic features, such as attitudes, goals of the addressee and addressee, background knowledge, ethnic and cultural features, etc. At present, the new object of study is discourse, and there are different points of view on the correlation between discourse and text. When considering various definitions of discourse, one can notice that the concept of discourse is often defined through the concept of text, and these concepts are considered in a subordinate relationship.

Text is a species concept, discourse is a generic one. According to V. V. Bogdanova, text is defined as "linguistic material fixed on one or another material medium by means of descriptive writing (usually phonographic or ideographic). On this basis, the terms *speech* and *text* will be generic in relation to the generic term *discourse* that unites them" [Bogdanov 1993: 5-6].

Discourse is also a private form of text. V. G. Borbotko emphasises that text as a linguistic material does not always represent coherent speech, i. e. discourse, text is a more general concept than discourse, discourse is always presented in the form of a text, but not any text is a discourse, i. e. discourse is a private form of text [Borbotko 1998: 1].

И. Т. Kasavin in his work "Text, Discourse, Context. Introduction to the Social Epistemology of Language" points out that *text* and *discourse* are only partially overlapping concepts, and discourse as an unfinished living text taken at the moment of its direct inclusion in the act of communication, in the course of its interaction with the context [Kasavin 2008: 272].

Some researchers consider the *text* as a result of discourse. Thus, according to V. E. Chernyavskaya *discourse* is a process of speech-thought activity, it includes numerous linguistic, social and other factors, and text is a product of this process, a part of discourse [Chernyavskaya 2002: 230]. E. C. Kubryakova and O. V. Aleksandrova note that *discourse* is "a cognitive process associated with the actual speech production, the creation of speech work, while the text is the end result of the process of speech activity, resulting in a certain finished (and fixed) form [Kubryakova, Aleksandrova 1997: 19-20].

Based on this point of view, L. V. Seleznyova understands discourse as a process of text construction. In her opinion, within the framework of discourse, an important aspect is text construction, considered by the author as a category for establishing a dialogical relationship, which is a special type of semantic connection. In this case, discourse is defined as a holistic communicative process "aimed at the formation of a text taking into account communicative and pragmatic settings and in accordance with the principle of dialogical unity", and text is a system in which these communicative and pragmatic settings are implemented [Seleznyova 2014: 72]. L. V. Seleznyova also identifies the following settings - the intention of the text writer; consideration of the target audience; setting on the language system; form and style of the text; setting on the event that caused the writing of the text.

Thus, *discourse* and *text* are interrelated concepts that characterise communicative activity from different points of view, discourse is a process of speech and thought activity, which includes communicative units, and at the same time a text is formed, which is the product of this activity.

1.3.2. The concept of media discourse and its place in the overall discourse system

Since the middle XX century in Russia and abroad, there has been a significant growth in the development of information and communication technologies, with the help of which a global network of media communication is being created. At this time, a new information space is gradually forming and developing, in which the main ways of information transmission are mass media (mass media), while the language of mass media acquires its own features and represents as one of the varieties of literary language. In this regard, many researchers pay attention to the functioning of media language, there are also numerous works in which this subject is considered within the framework of the most diverse directions, such as sociolinguistics, functional stylistics, discourse, content analysis, cognitive linguistics, rhetorical criticism [Dobrosklonskaya 2020: 11].

In 2000, a new scientific direction in modern Russian studies - *medialinguistics* -

appeared. This term was introduced by T. G. Dobrosklonskaya, who proposes an integrated approach to the study of media language, combining the efforts of different scientific directions, and defines the subject of this direction as the study of functioning in the sphere of mass communication, i. e. in medialinguistics the study of speech usage in a specific definite sphere - mass media – is carried out [Dobrosklonskaya 2020: 14].

Within the framework of media linguistics, two related concepts are considered: *media text* and *media discourse,* which represent the main forms of mass communication. Before considering these concepts, it is necessary to recall the relationship between the concepts of text and discourse, since the concepts of media text and media discourse are derived from them.

As noted above, *text* is seen as the goal or result of speech-thought activity; *discourse* acts as the totality of the process and result of communication, taking into account both linguistic and extra-linguistic factors proper.

The term *media text has* been in active use since the 1970s. XX The term media text has been actively used since the 1970s in the works of Russian and foreign researchers. Special attention is paid to this subject by S. I. Bernstein, D. N. Shmelyov, G. Y. Solganik, T. G. Dobrosklonskaya, N. A. Kuzmina, Y. N. Zasursky, T. van Dake, Alan Bell, Norman Fairclough, Robert Fowler, etc.

Relying on the functional-style typology of texts, G. Y. Solganik rightly points out that the language of mass media is also a functional-style formation modelling the national language, because along with the presented functional styles of text, mass information plays a special role in the modern linguistic situation. From this we should single out media text, which according to G. Y. Solganik a is defined as one of the varieties of text, "belonging to mass information, characterised by a special type of author (fundamental coincidence of the speech producer and his subject), specific textual modality (open speech, diverse manifestation of the author's *self*), designed for a mass audience" [Solganik 2005: 15].

In the modern scientific environment, the *media text is* also considered as a result, a goal of mass communication. Under this phenomenon Ya. N. Zasursky understands the

product of communication, possessing the universality of a text, including in various media structures: newspaper, radio, television, Internet, etc., carried out with the help of both verbal and non-verbal means. The latter include graphic elements in a newspaper, sounding words and noises on the radio, film frames, photos and drawings for a visual work [Zasursky 2005: 5].

M. Y. Kazak considers this concept as "an integrative multilevel sign that combines different semiotic codes (verbal, non-verbal, media) into a single communicative whole and demonstrates the fundamental openness of the text at the content-semantic, compositional-structural and sign levels" [Kazak 2013: 323]. [Kazak 2013: 323], and identifies the following main characteristics of mediatekat: mediaticity (information is transmitted mediately by various media, and the organisation of the text depends on the format of the channel); mass (the addressee is often a collective, and the addressee is a mass audience); integrativity (one unity of mass communication includes different semiotic codes); openness (free structure, which includes intertexts and components that represent the source of quotation).

In the Linguistic Encyclopaedic Dictionary V. N. Yartseva notes that nowadays the level of mass communication expands the concept of text, which is traditionally considered as "a sequence of sign units united by a semantic connection, the properties of which are coherence and integrity" [Yartseva 1990: 50]. [Yartseva 1990: 507], under the influence of the development of modern media technologies the *text* turns into a polycode, and acquires new structural and semantic features. T. G. Dobrosklonskaya defines *media text as* a basic category in media linguistics, representing it as "a sequential combination of sign units of verbal and media levels actualised in a certain media format and united by a common meaning" [Dobrosklonskaya 2020: 50].

Thus, the concept of media text is closely related to the concept of *text,* but *media text* differs from *text in* that media text is a product of media communication, the structure of which includes not only verbal but also non-verbal (graphic, sound, visual, multimedia) components; media text can also be applied in various media formats.

As for the concept of *media discourse*, many researchers consider it as a derivative

concept from *discourse*. E. A. Kozhemyakin defines media discourse as any type of discourse, which is a "thematically focused, socioculturally conditioned speech and thinking activity" that takes place in mass-media space and is produced with the help of mass media. The author also notes that the subject of media discourse is both social processes and ways of describing and communicating knowledge about them [Kozhemyakin 2010: 16].

Relying on the basis of the discourse theory, M. R. Zheltukhina considers *media discourse* as "verbal or non-verbal, oral or written text in conjunction with pragmatic, sociocultural, psychological and other factors, expressed by mass media, taken in the event aspect, representing an action, participating in sociocultural interaction and reflecting the mechanism of communicators' consciousness" [Zheltukhina 2004: 132]. [Zheltukhina 2004: 132], in this definition the author rightly notes that *media discourse* is a result of mass communication, produced with the help of mass media, also the very sociocultural activity by means of which the general opinion is formed in the mass audience. According to M. R. Zheltukhina, media discourse has an indirect character, since there is a spatial and temporal distance between the addressee and the addressee.

T. G. Dobrosklonskaya in her work "Medialinguistics: Theory, Methods, Directions" considers media text as a discrete unit of media discourse and gives a more general definition of media discourse: "it is a set of processes and products of speech activity in the sphere of mass communication in all the richness and complexity of their interaction". When distinguishing the concepts of text, media text and media discourse, the author relies on the theory of the communication model, the main components of which are the message sender, the message receiver, the message transmission channel, feedback, the message itself, the processes of encoding and decoding the message and the communication situation. Taking into account the main components of the communication model, T. G. Dobrosklonskaya believes that the *text is the message* itself, the *media text is the* unity of the message and its transmission channel, and the *media discourse is the* message in conjunction with all other components of the communication model [Dobrosklonskaya 2020: 110-112].

E. A. Uvarova considers *media discourse* as a disorderly flow of information that is introduced into society, and media text is a "shard" of media discourse, which is a certain structured formation and relieves this information flow from chaotic nature [Uvarova 2015: 52-53].

It should be concluded that the concepts of *text*, *discourse*, *media text*, and *media discourse are* interrelated and have their own distinctive features. In this paper, media discourse is considered as a special type of discourse, which is the basic unit in media linguistics, synthesising the processes and results of speech-mind activity within the media space, including both linguistic and extra-linguistic factors. As for the media text, we can define it as a discrete unit of media discourse that structures the flow of information in mass communication.

When singling out the informational and analytical type of media discourse, attention should be paid to the tendency of blurring the boundaries between the identified genres in modern journalism. Analysing the analytical press of various special topics, O. V. Shiryaeva notes that "the convergence of informational and analytical components of media discourse is being implemented: news reports have "grown" with expert comments, while analytical genres (correspondence, problem article, analytical interview, analytical review, journalistic investigation, etc.) have become closely connected with operational events - stock price reports, reshuffles in the management of companies, currency hikes, etc." [Shiryaeva 2014: 80].

In mass communication, based on the functional approach, three genre groups are traditionally distinguished: a group of informational genres (news, reportage, note, chronicle, etc.), a group of analytical genres (interview, commentary, article, investigation, review, etc.), and a group of artistic-publicistic genres (essay, anecdote, parody, etc.). This classification was proposed by the Moscow school of genre studies and has become generally accepted; however, it is difficult to define mixed types of media discourse only by their functions, and it is important to take into account their linguistic and extra-linguistic factors.

According to L. E. Kroychik, the structure of a journalistic work includes three

important components: information about the news or the problem that has arisen; a fragmentary or detailed understanding of the situation; ways of influencing the addressee and expressing emotions (at the logical-conceptual or conceptual-imaginative level). Five groups of genres are distinguished:

1) Operative-news: a note and its varieties;

2) Operational-research: interviews, reports, reports;

3) Research and news: correspondence, commentary (column), review;

4) Research: article, letter, review;

5) Research and figurative (artistic-publicistic): essay, essay, feuilleton, pamphlet [Kroychik 2000: 138-139].

A. L. Dmitrovsky offers a more detailed classification, taking into account the different spheres of human thinking, which have correspondingly different needs. From his point of view, there are three independent spheres of creative activity, respectively three groups of genres in journalism:

1) Journalism (information and analytical activity) - activity on search, recording and public operational dissemination of information, data, which are in demand by the society;

2) Publicism - activity of analysing, forecasting and evaluating contemporary social reality in order to discover actual social problems, to publicise them and to discuss socially acceptable ways of their solution;

3) Belles-lettres - public meaning- or image-generating activity on the basis of value-based comprehension of human existence in the world.

Journalism includes the following genres: note, information, news, interview, report, correspondence, chronicle, diary, digest and obituary, among which note is the generic genre of this group and the others are on the periphery. The author includes such genres as: article, rejoinder, commentary, column, review, overview, review, letter, debate/round table, social experiment, journalistic investigation, visual-graphic forms (poster, photo-accusation, demotivator, cartoon, meme), brochure, monograph, pamphlet, essay. Note that in this group, too, the leading genre is the article. The following genres

are distinguished in fiction: short story, sketch, reportage, essay, chronicle, history, feuilleton, travelogue, and short story is the generic genre of this group [Dmitrovsky 2014: 153-157].

It is important to note that this classification is proposed on the basis of traditional typology, but the author relates his classification to the spheres of human thinking, and gives a detailed description of each genre group and distinguishes a generic genre and periphery.

T. G. Dobrosklonskaya distinguishes the following main groups of genres in the modern media system: news, informational analytics and commentary, author's thematic materials (features) and advertising texts. As typologically forming features she suggests:

1) Method of creation (author-corporate, oral-written);

2) Form of creation (oral written);

3) Form of reproduction (oral - written);

4) Distribution channel (specific media: print, radio, television, multimedia internet platforms);

5) Functional-genre type of text;

6) Belonging to a universal media topicality (politics, business, education, culture, sports, etc.) and thematic dominance [Dobrosklonskaya 2020: 34].

O. V. Shiryaeva rightly notes that at present, the field of media linguistics considers different types of media discourse as discourses of advertising, PR, press, television, radio, Internet communications (social networks, online publications, forums, blogosphere), and the specificity of each type of media discourse is reflected at all levels of text generation, composition, design and perception. She proposes to consider the media genre system in this way:

1) Newsworthy;

2) Reportage;

3) Informational and analytical;

4) Essayistic;

5) Narrative;

6) Advertising;

7) PR discourse.

According to the author, among the discourse-defining features the main one is the communicative attitude of information-analytical texts, which takes place on intellectual-abstracting operations with information, for example, in the processes of analysis, comparison, synthesis, systematisation, diagnosis, forecasting. At the same time, she singles out the following principles of establishing communication in information-analytical media discourse:

1) Abstraction of the addressee from personal (emotional, ideological) involvement in the content of the message;

2) Generating a semantics of generalised subject matter (i. e. focusing on the general rather than the particular selection of facts, phenomena and opinions that work for the hypothesis);

3) Distanced, "monological" discourse (communicative attitude "presentation");

4) Specialisation of knowledge orienting the selection and perception of information (expert niches, thematic headings, profiles, terminological saturation of vocabulary);

5) Rhetoric of the middle (i.e., moderate, concise, low-expressive) style;

6) Uneven distribution of "hot" and "cold" information (inverted pyramid principle);

7) Schematisation of illustrative material (use of graphs, diagrams, tables as means of visual schematisation of the results of the conducted analysis of information) [Shiryaeva 2012: 97].

Thus, information-analytical type of media discourse is a hybrid genre and is the main genre in the general system of modern mass communication. Texts of this type of media discourse not only informs about events and happenings in the world around us, but also influences the development of society in various areas of human life, influences the formation of a certain worldview in the addressee.

The material of our research includes articles from the traditional authoritative newspaper Kommersant and the Chinese newspaper 《环球时报 'Global Times'》

(*Huánqiú shíbào*), articles from which refer to the political, economic, social and social sphere; informational and analytical dialogues from the podcast "Rosenthal and Guildenstern", which is devoted to the functioning of the modern Russian language and norms of literary speech; interviews from the video blog "And to talk?" and the video programme 《圆桌派 'Round table Meeting'》 (*yuánzhuō pài*), the dialogues from which belong to the scientific, artistic and social spheres. These sources belong to the informative-analytical types of media discourse, as they fulfil not only informative but also influential function through the implementation of different analytical strategies. At the same time, the structure of each type of informational and analytical media discourse is characterised by the expression of subjective modality, which is used to convey the author's opinions, assessments and emotions that affect a certain audience. It is important to note that the media we have chosen are useful for teaching RCT in the Chinese classroom: firstly, they can be a source of material selection for RCT lessons, as they contain many language samples that contribute to the development of both linguistic and communicative competences in students; secondly, when analysing Russian and Chinese media discourse in the classroom, the causes of interference in Chinese speakers can be eliminated.

1.3.3. Expression of epistemic modality as a discursive marker in media discourse

The concept of a *discourse marker* (hereinafter referred to as DM) appeared in the 1970s, but it has only recently started to be used in analysing media *discourse*. As a separate class of units with fuzzy boundaries, DMs began to be considered in the late 20th century in the works of such scholars as B. Fraser, V. Gladrov, A. A. Kibrick, K. L. Kiseleva, E. A. Kotov, M. V. Kamensky, I. M. Kobozeva, V. L. Zakharov, S. A. Manaenko, etc.

Currently, in some studies one can still find the term *discursive word* (DW), which is used in modern medialinguistics as a synonym for the concept of discourse *marker*. However, within the framework of this paper we assume that the term *discourse marker*

is more academic and accurate, because in a broad sense discourse marker also includes a non-verbal mode, which is considered in an extra-linguistic sense, while the term DS implies analyses at the linguistic level.

The German philologist and Russianist V. Gladrov notes that DMs correlate with the concepts of "modal words", "modus words", and these markers represent certain "expressors" of the speaker's attitude to reality and to what is communicated, i. e. when using these markers, both objective and subjective modality of an utterance is manifested [Gladrov 2009: 239-248]. This attribution is still assigned to service (nonnomenatic) words, more often considered within the framework of communicative and cognitive-discursive paradigms. V. Gladrov, for example, refers them to "operative pragmatic parts of speech", "pragmatic operators", by means of which "different attitudes of the speaker to the conceptualised state of affairs and to the way information is conveyed in the text and discourse are conveyed" [Gladrov 2009: 2-248].

In T. V. Zherebilo's Dictionary of Linguistic Terms this concept is interpreted as "a linguistic tool for structuring discourse", it includes means of various levels of language – "from phonetic and intonational indicators to lexemes and specific syntactic constructions". DMs are linguistic units, also individual sounds, which, as many linguists note, have no practical lexical meaning, but have a strong influence on the structuring of conversational speech, it is with their help that different types of intents are expressed in communication [Zherebilo 2010: 95]. In this broad understanding of the concept of DMs, they also include intonational markers that characterise spoken speech but function in written speech to make it more dynamic and expressive.

И. М. Kobozeva and V. L. Zakharov define the linguistic essence of discourse markers in the cognitive and communicative aspect: in discourse markers their most important part is the semantic specificity of a word, as DMs relate the real content of an utterance to the communicative situation, relegating its formal features to the background. According to researchers, DMs have certain morphological and syntactic features. In Russian, DMs have the following common features: morphological immutability; inability to be the nucleus of a syntactic group; syntactic function of a union or adjunct;

possibility to be syntactically connected with both nominal and verbal groups; with neutral word order, greater remoteness from the nucleus of the group of prepositional "discursive" adjuncts compared to "non-discursive" ones [Kobozeva, Zakharov 2004: 292].

C. A. Manaenko in his collective work "Medialinguistics in terms and concepts: a dictionary-guide" considers discourse markers as "words of different parts of speech that convey auxiliary information and serve to organise and arrange the main and commenting information" [Manaenko 2018: 129]. S. A. Manaenko also notes that the general property of DMs is a direct connection with the functioning of discourse when conveying the content of the generated text, DMs do not have a denotative meaning, show the relationship between the parts of discourse, provide coherence of the text, reflect the process of communication (interaction between the addressee and addressee), express different types of evaluation, "presupposition, opinions, correlate, contrast different statements of the speaker" [Manaenko 2018: 130]; particles, introductory-modal words, conjunctions and some adverbs more often act as DMs, but among them modal words and particles, according to V. V. Vinogradov, they "determine the point of view of the speaking subject on the relation of speech to reality or on the choice and functions of individual expressions in the composition of speech" [Vinogradov 1972: 568].

Considering various pragmatic markers (pragmatemes, hereinafter PM) in oral discourse, N. V. Bogdanova-Beglarian highlights the following differences between PMs and DMs: firstly, DMs are generated at the conscious level and reflect the conscious attitude of the speaker to the environment in oral discourse, as well as in written discourse, while PMs are used by the speaker automatically, i. e. unconsciously, and are characteristic of oral communication. Secondly, DMs represent full-fledged linguistic units that have a usual lexical meaning and demonstrate a complete grammatical paradigm, and as for PMs, they are ready-made units that have no lexical meaning, sometimes even grammatical; thirdly, DMs as full-fledged linguistic units are recorded in dictionaries, while PMs are considered outside the framework of linguodidactics [Bogdanova-Beglarian 2018: 94-97].

Within the framework of our work, we pay special attention exactly to those DMs that demonstrate various semantic meanings of epistemic modality, including introductory words, modal particles, modal verbs, adverbs and verbs with the studied semantics. These DMs also fulfil the function of *hedging*, which is accepted to be considered as a functional-pragmatic category that softens the author's position in a confrontational communicative situation. *Hedging has* been an object of study in linguistics since the second half of the twentieth century. The term *hedging* was first introduced into linguistics by the American linguist J. Lakoff. In his opinion, *hedges* are "words (in his opinion, *modifiers*) whose meanings implicitly imply vagueness; words whose function is to present things more or less vague" [Lakoff 1973: 471].

In Russian studies this phenomenon has been considered since the late 20th century. It should be noted that *hedging is a* broader and multifaceted concept, studied in different types of discourse, its communicative relevance and ways of implementation are still not fully defined. The main provisions of the study of this phenomenon are reflected in the studies of such scholars as A. P. Maryukhina, A. N. Baranov, V. Namsaraev, G. A. Osipov, O. G. Gorina, V. M. Glushak, O. D. Pastukhova, E. M. Ruchkina, etc.

O. D. Pastukhova considers *hedging* within the framework of modern Russian and English political discourse and defines it as "a pragmatic strategy that fulfils the protective and euphemistic function of an utterance by presenting objects and phenomena as vague and ambiguous" [Pastukhova 2019: 10]. In her opinion, *hedges* are a kind of functional euphemisms that allow to avoid communicative risks or conflicts, as well as to veil the facts by weakening the illocutionary force of the utterance, softening the proposition. On the material of Russian political discourse, the most frequent hedges include modal words (e.g., *perhaps, apparently, may be,* etc.), the verb "to be able" in combination with the indefinite form of the verb (e.g., *may break out, we can do, etc.*) and epistemic verbs in the form of the 1st person singular (e.g., *I believe, I suppose,* etc.) [Pastukhova 2018: 99]. As for the material of our study, it can be noted that not all the highlighted means can be hedge euphemisms, as some of them explicitly expresses and reinforces the author's position (e.g., unlikely, *unlikely, most likely*, I am deeply convinced, *without any doubt, I*

doubt, etc.).

Thus, DM is an association of different ranks of linguistic units, the functioning of which is aimed at the formation of certain genres of discourse. Hedging can be considered as one of the auxiliary functions of some DMs, acting as hedges, which contribute to the implicit expression of the author's opinion and mitigate the expression of the author's position in a certain communicative situation, also allow to avoid or reduce communicative conflicts or risks.

Summarising the above, we can conclude that a *discourse marker* is a separate class of linguistic units (lexical, syntactic, intonational) for the organisation of communication, realising the functions of subjective and objective modality, reflecting additional and auxiliary information, and intended for the construction of discourse and achieving the communicative goal. Modern research identifies the following dominant functions of DMs:

1) Epistemic: with the help of DM, the speaker's attitude to the utterance is expressed at different degrees of credibility and unreliability;

2) Authorising: this is an indication of the origin of the information;

3) Metatextual: it is an indication of the ways of constructing an utterance;

4) The function of communicative partitioning of the text, i.e., fixing communicative and semantic fragments, establishing logical, causal, teleological links between them;

5) Phatic - serving to establish and maintain contact with the interlocutors of communication [Shiryaeva 2013: 148].

Thus, *discourse markers* express different types of subjective or objective modality in different types of media discourse, including informational and analytical media. In the formation of certain forms of media communication, the means of expressing epistemic modality and evaluation can be discourse markers, which fulfil a number of dominant functions for expressing the author's own attitude to what is communicated, as well as for structuring media communication; in addition, private DMs can be hedges, which function to avoid communicative risks and create a comfortable atmosphere of

communication.

1.4. Epistemic modality as a way of realising communicative strategy in modern Russian media discourse

As stated above, *media discourse* as a special type of communication includes the process of speech communication, as well as its result; the structure of media discourse includes linguistic and extra-linguistic parameters. At the same time in the formation of this type of discourse is manifested not only by the introduction of this or that information, analysis and the result of its discussion, but also by the very process of speech communication between communicants, which is aimed at achieving a certain communicative goal. It should be noted that the formation of discourse in the media space is characterised by integrity, i. e. speech activity in this sphere has a certain communicative purpose, the process of discourse formation is usually considered as a process of achieving the communicative goals of all participants in the discourse. In this case, in the media sphere the category of *epistemic modality* plays an important role, with the help of its means of expression the speaker can influence the audience and achieve maximum communicative effect. So, within the framework of this study epistemic *modality is* considered as one of the ways of realising communicative strategies in the formation of modern media discourse.

In modern linguistics, the concept of communicative *strategy is* interpreted, at least variously. In a general sense, this concept represents a certain sequence of communicative actions of one of the communicators in a situation of speech communication, in which lies a plan of speech behaviours aimed at achieving both global and local communicative goal.

The term *strategy* was first introduced into the framework of cognitive linguistic research by T. A. van Dijk and W. Kinch for discourse analysis. In the cognitive approach, communicative strategy is defined as a characteristic of the cognitive plan of communication, a set of cognitive operations associated with the perception of discourse and being a strategy for understanding and interpreting meaning. It should be noted that this cognitive plan is carried out in the very process of discourse construction and on the

compositional structure of discourse, and in this cognitive plan are presented sequential actions that interact with each other and are aimed at achieving a certain goal [van Dake 1989:54]. Within the framework of discourse analysis Russian researcher V. I. Karasik notices that the realisation of communicative strategy is also conditioned by the moves of speech communication and the genre of discourse, and defines this concept as "a sequence of intents of speech actions realised in a specific sequence of communicative moves, determined by the goals of discourse and realised in its genres" [Karasik 1999: 3].

Also from a cognitive position O. S. Issers in his work "Communicative Strategies and Tactics of Russian Speech" defines communicative (or speech) strategy as a plan of communication, which is carried out through various combined methods, and a set of speech actions aimed at achieving and solving the communicative goal of communicators. The author notes that the word "strategy" *is* originally used in the military field, and means the art of conducting major operations and warfare, the basis of this term is the idea of planning actions that correlate with social confrontation and confrontation. In this case, the author believes that the most important parameter of communicative strategy is planning the process of speech communication depending on the specific conditions of communication and personalities of each participant (addressees and addressees), as well as the implementation of planned actions of speech communication [Issers 2008: 54-109]. It is important to note that the planning of speech communication is not only the creation of an utterance at the linguistic level, but also the line of speech actions that fulfil the influencing function. In his other work, the author indicates that speech communication is a strategic process based on the choice of "optimal linguistic means" aimed at achieving the goals of utterance and communication for the interested party [Issers 1999: 67].

In modern Russian studies *communicative strategy is* also considered in the context of pragmatic linguistics, in the framework of which the main role is played by speech behaviour. A. P. Skovorodnikov defines the studied concept in the following way: "Communicative strategy is a general plan, or vector, of speech behaviour, expressed in the choice of a system of thought-out by the speaker/writer step-by-step speech actions; a line of speech behaviour, adopted on the basis of awareness of the communicative

situation as a whole and aimed at achieving the final communicative goal(s) in the process of speech communication" [Skovorodnikov 2004: 6].

Having considered various definitions of communicative strategy, we can generalise that the essential feature is the planning of communicative actions, and we should talk about the readiness of the communication plan in the information-analytical media discourse. There are many genres related to this studied discourse, including the traditional genre - newspaper, the newer genre - podcast, and the newest genre - video blog, which present different degrees of readiness of planning speech behaviours. It can be noted that in the newspaper variant the highest degree of readiness of planning, because there is no direct connection between communicants (author and reader), before the beginning of communication the whole plan of the author is already realised in the form of a text, in the structure of which the linguistic means chosen by the author to achieve a certain goal are presented. As for the genres of podcast and video blog, it is necessary to mention the spontaneity of speech behaviours, as communication in such cases can be partially spontaneous or completely spontaneous. In this kind of communication, the participants have to choose the appropriate verbal or non-verbal means to achieve the goal in a rather short time, and here the willingness to plan is low.

Many linguistic studies distinguish the concepts of *communicative strategy* and *communicative tactics*, which appear to be related and interrelated.

According to O. S. Issers, the concepts we are interested in are considered in generic terms. The author notes that *strategy* and *tactics are* interrelated with the main stages of speech activity - planning and control, so strategy is "a cognitive plan of communication, through which the optimal solution of communicative tasks of the speaker is controlled in the conditions of lack of information about the actions of the partner", and communicative tactics represents specific speech actions with the help of which the communicative strategy is realised [Issers: 2008: 110].

B. B. Kashkin considers communicative tactics as a set of specific moves of communicative communication and gives the following definition: "communicative tactics is a smaller scale of consideration of the communicative process, compared to the

communicative strategy. It correlates not with the communicative goal, but with a set of individual communicative intentions" [Kashkin 2000: 132].

Pointing to the stage-by-stage intents of communication, the Dictionary of Linguistic Terms understands the notion of communicative tactics as "a set of practical moves in the real process of speech interaction. Communicative tactics correlates with the fulfilment of individual steps for the embodiment of any private goals" [SLT, 157].

Thus, *communicative strategy* and communicative *tactics* are interrelated, it is accepted to consider them in generic-species relation. *Strategy* is a set of planned speech actions aimed at achieving and solving the communicative goal of communicators, and carried out with the help of combined methods; as for *tactics*, it is a set of communicative techniques aimed at achieving private intents at a particular stage of communication.

It can be noted that in modern linguistic literature the classification of communicative strategy seems to be debatable. The diversity of strategic goals determines the multiplicity of strategy types, as researchers consider this problematic on different grounds and in different types of discourse.

O. S. Issers in his work presents a classification according to the degree of "globality" of communicative purpose. According to the author, in linguistic terms, communicative strategies are specific ways of speech behaviour, which are implemented by the global intention of communicators. At the same time, the researcher distinguishes general and private strategies. General strategies are used to "achieve more general social goals (establishing and maintaining status, displaying power, confirming solidarity with the group, etc.), and private strategies are used to "characterise a specific conversation with specific goals (to make a request, to comfort, etc.)" [Issers 2008: 105]. The author also notices that general and private strategies are interrelated, as general strategies can be realised through private ones. For example, "the general strategy of discrediting is realised in the private strategies of accusing, insulting, ridiculing" [Issers 2008: 105].

Also, O. S. Issers offers a classification of types of general strategies in terms of functions, the main (semantic or cognitive) and auxiliary strategies are distinguished. To the main strategies the author refers those strategies that "at a certain stage of

communicative interaction is the most significant in terms of the hierarchy of motives and goals". In this regard, the main strategies are conditioned by "the impact on the addressee, his model of the world, his system of values, his behaviour". And auxiliary strategies, according to the researcher, "contribute to the effective organization of dialogue interaction, optimal impact on the addressee" [Issers 2008: 106]. Auxiliary strategies depending on the task of communication are also divided into pragmatic (image building, formation of emotional mood), dialogical (control over the topic, control over the initiative), and rhetorical (attracting attention, dramatization).

So, the classification of O. S. Issers shows conditionality and contradiction, in the work itself the author points out that the identified types of strategy are interrelated and influence each other, between these types of strategy also observed functional commonality.

Taking into account the communicative goals in contemporary Russian and Chinese media discourse, we can distinguish two general types of strategy in our study: informing and analytical strategies. The strategy of informing can be called a strategy that is carried out to achieve the communicative goal of informing, and the epistemic modality contributes to the transmission of information with a certain degree of reliability/unreliability, while we can distinguish such private strategies as strategies of assumption and assertion.

In this type of media discourse, the strategy of analysing information is also implemented, with the help of which the speaker expresses his own personal opinion about the statement and evaluates it. In this case, epistemic modality functions to implement the strategies of discrediting and persuasion. When expressing epistemic modality, some linguistic means bear a strong negative connotation, we can call such a situation as "denial in the form of doubt", and it is customary to single out the tactics of denial to form the strategy of discreditation. When analysing information with the help of epistemic modality also achieves a strategic goal - to convince other communicators, because some means of expression of this type of modality has an affirmative meaning. Thus, the expression of epistemic modality is an important component in modern Russian

and Chinese media discourse, as this category contributes to the implementation of both general and private strategies aimed at achieving certain communicative goals of communicators.

Thus, the communicative *strategy* seems to be necessary in the formation of communication in the sphere of modern media discourse, with the help of which the communicative goals of the participants are achieved. And communicative tactics is a set of specific speech behaviours, which are aimed at implementing the step-by-step intentions of communicators. Within the framework of this type of communication, the category of epistemic modality represents one of the most important ways of realising the communicative strategy, which contains cognitive, linguistic and pragmatic plan.

CONCLUSIONS OF THE CHAPTER

In modern Russian language *modality* is one of the main anthropocentric categories, which is studied in the functional-semantic approach, the expression of which is an important component of the statement in the formation of modern media discourse, because with the help of this category in discourse both objective and subjective attitude of the communicator to the content of the statement and the correlation of the statement with the surrounding reality is conveyed.

Epistemic modality is considered as one of the types of modality category. In Russistics, the category of epistemic modality is defined as the main type of the category of subjective modality, expressing the communicator's attitude to the spoken word on the scale of reliability/unreliability.

Expressions of epistemic modality are important modus components of any utterance, in the formation of media communication in modern Russian and Chinese society they act as discursive markers that, on the one hand, express the author's own opinion and vision, on the other hand, organise the communicative action - media discourse.

The concept of *discourse* has an interdisciplinary character, it is accepted to consider it as a special type of speech-thought activity, which synthesises both the process

and the result of this activity, has linguistic and extra-linguistic parameters proper.

Mediadiscourse is the central subject of media linguistics, it is a special kind of discourse, also one of the types of communication, which is presented in the unity of the process and the result of verbalised speech-thought activity within the media space, and has both linguistic and extra-linguistic parameters. In turn, *media text* is also a centre of study in media linguistics and is defined as a discrete unit of media discourse, showing the result of media communication, structuring the flow of information in the process of forming this type of communication.

In the formation of modern Russian media discourse, the category of epistemic modality is one of the ways of realising communicative strategy, given the global media communicative goals, the category under study contributes to the implementation of such general communicative strategies as the strategy of *informing and the strategy of influence*. The following private strategies, which represent separate stages of realisation of the general strategy, are also distinguished: strategies *of assumption* and *assertion*, *strategies of discreditation* and *persuasion*.

The concept of *modality* is a general linguistic category present in languages of different types; modality can be expressed by other means. Thus, Chinese presents a different notion of the category under study. Modern Chinese studies distinguish two close concepts within the category of modality: 语气 'tone, intonation, inclination, modality' (*yǔqì*) and 情态 'mood, emotion, modality' (*qíngtài*). We can define the first concept from the point of view of communication and grammar, and distinguish narrative, interrogative, inquisitive and exclamatory types of inclination, which are similar to the functional types of sentences in modern Russian linguistics; as for the second concept, it appears to be a semantic category and expresses both objective and subjective attitudes of the speaker to the surrounding world through various verbalised means. In Chinese, the category 认知情态 'epistemic modality' (*rènzhī qíngtài*) is also distinguished as one of the subtypes of the category of modality, which is connected with the communicant's consciousness and with the help of which the subjective attitude to the content of an utterance or an event on the basis of reality/irreality or reliability/unreliability is reflected.

We believe that it is useful for a teacher of Russian as a foreign language working with Chinese students to be aware of these features in order to make the process of mastering Russian-language communication more successful.

CHAPTER 2. WAYS OF REALISING THE CATEGORY OF EPISTEMIC MODALITY IN MODERN RUSSIAN MEDIA DISCOURSE

2.1. Article, interview, podcast and video blog as material for analysing the functioning of means of epistemic modality expression

In order to analyse the functioning of means of expressing subjective modality in modern media discourse, we turned to various sources of material. Firstly, it is important to choose genres that are relevant for modern people; secondly, we should take into account that not all media genres imply frequent appearance of means of subjective modality.

The newspaper remains the most important source of daily information, while its electronic form of existence turns its genres into hybrid ones. Newspaper articles and interviews demonstrate how the journalist and the invited expert relate to the problem under discussion - therefore, they are one of the types of texts that are important to analyse in order to observe the functioning of the means of subjective modality.

Today, people often prefer to listen to rather than read media. Podcasts have become a part of everyday life of our modern man. For our research it is important that podcasts give us the opportunity to observe how the author or his interlocutors express their attitude to the subject under discussion and to the surrounding world in general.

It happens that we want to get information by looking at the speaker, and for a number of social and technological reasons we turn not to TV shows, but to a variety of video blogs [Medvedeva, 2021]. A video blog, like a podcast, allows us to analyse the prepared oral speech of the author and his invited guests, while the expression of subjective attitude to the surrounding world is what attracts addressees to this media genre.

It was important to us that the newspaper, podcast, and video blog met the following criteria:

- were addressed to the mass audience, had a high popularity rating;

- recognised as quality media (authors and invited guests demonstrate excellent command of Russian literary language);

- were aimed at roughly the same target audience;

- allow the speech of different subjects to be analysed, i.e. podcasts and video blogs should feature invited guests.

Having considered various media products, we decided on the newspaper Kommersant, the podcast Rosenthal and Guildenstern, and the video blog And to Talk? as the material that met the selection criteria. The authority of the selected newspaper is beyond doubt; the podcast is devoted to the functioning of the Russian language, its authors (editor-in-chief of "Gramoty.ru" [3] , researcher of the Institute of Russian Language of the Russian Academy of Sciences Vladimir Pakhomov [4] and journalist Alexander Sadikov[5]) choose problems interesting for a wide audience and invite people who create an original speech product. The popularity and wide audience of this media project is evidenced by the possibility to listen to its archived issues on the Litres platform[6] . The video blog is hosted by journalist Irina Shikhman[7] , her high professional and audience rating is evidenced by the mentioning of this blog in scientific studies [Medvedeva 2021:262]. The presenter invites experts in different areas of life, so each issue is devoted to a contemporary problem.

We selected the materials in which we noted the presence of means of expressing subjective modality: 80 newspaper articles and interviews (153 cases of using means of expressing epistemic modality); 7 issues of a podcast (175 cases of using means of expressing epistemic modality); 6 issues of a video blog (148 cases of using means of expressing epistemic modality). We believe that the results of our analysis can be regarded as an objective picture showing the functioning of the means of interest in contemporary media discourse.

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[3] Full name "Reference and information portal GRAMOTA.RU" - an Internet portal dedicated to the Russian language;

[4] Vladimir Markovich Pakhomov - Researcher at the Institute of Russian Language. V. V. Vinogradov Institute of Russian Language, Russian Academy of Sciences. Editor-in-Chief of the portal "Gramota.ru". Chairman of the Philological Council of the All-Russian action "Total Dictant";

[5] Alexander Sadikov - Chief Producer of the Speech Technique studio. Author and host of the podcast "Rosenthal and Guildenstern";

[6] "Litres" is the largest representative of the e-books and audiobooks market in Russia and CIS countries;

[7] Irina Shikhman - Russian journalist, TV presenter, video blogger, host of the video blog "And to Talk?". On 18 November 2022, the Russian Ministry of Justice included Shikhman in the list of individuals - "foreign agents".

2.2. Typical linguistic means of expressing epistemic modality in modern Russian media discourse

In the information age, a new media space is being formed that encompasses various social communities; it preserves traditional sources of information and, thanks to the development of modern technologies, creates new channels for the transmission of certain information. At the same time, media discourse is a social hyper-communication that takes place in the unity of the process and result of verbalised speech-mind activity, possessing both linguistic and extra-linguistic parameters proper. The main function of modern media discourse is to influence the audience in order to create a certain general opinion in the addressee, in this regard, the expression of epistemic modality as a modus component of an utterance plays an important role in the formation of modern Russian media discourse, since the implementation of this category is "a special mental operation that allows the addressee to understand the surrounding reality, develop his/her attitude to it and convey his/her own opinion to the addressee" [Nagorny 2010: 43]. According to our observation, when forming a statement in different media genres, numerous subjective-modal meanings are manifested, such as certainty, assertion, assumption, doubt, evaluative-emotional meaning, logical meaning, evidential meaning, commonness meaning, etc.

The expression of epistemic modality is very common in media discourse; it is not surprising that both Russian and Chinese have a large set of linguistic means, which are located at different linguistic levels; it is customary to consider the category of epistemic modality from the functional-semantic position. According to many researchers [V. G. Admoni 1964, A. V. Bondarko 1990, E. I. Belyaeva 1990, I. G. Nikolskaya 2009, E. N. Orekhova 2011, etc.], the description of the functional-semantic field of epistemic modality is presented in the nuclear-peripheral model, the core includes lexical, lexico-grammatical and word-formation means; the periphery includes other means, both grammatical (morphological and syntactic) and intonational.

Based on the general structure of the FSP of subjective modality, we assume that the different-level verbalised means selected from contemporary media discourse can also

be represented in a core-peripheral structure, with such groups of lexical means as the introductory word, the modal particle, LSG of different parts of speech with the studied semantics belonging to the core; the subjunctive mood and various syntactic units belong to the periphery. All these means demonstrating the modal meanings of reliability/unreliability, regardless of their location at different linguistic levels, interact with each other. Our analysis of the material shows that the lexical unit as the dominant means is located at the base of any intonationally formed syntactic construction, but the semantics of the lexical unit is directly affected by both intonation and the structure of this or that syntactic construction.

It should be noted that when analysing the material, we proceeded from the semantic principle ("from meaning to form"), i. e. we analysed all contexts in which, in our opinion, subjective modality was present. Then the identified contexts were classified according to the formal characteristic, because, firstly, such a presentation seems to us more justified for the dissertation research, and secondly, it is the presentation of linguistic material "from form to meaning" that is in demand by foreign audiences when learning Russian. These considerations explain the structure of the second chapter of this study.

2.2.1. Lexical means of expressing epistemic modality

Lexical units as nuclear ways of expressing epistemic modality are the most vivid indicators of the communicator's own attitude in certain contexts of modern Russian-language media discourse. On the material we can conclude that lexical means represent the most voluminous group, the frequency of their use is distributed as follows (Fig. 1, Fig. 2, Fig. 3):

Fig. 1. Frequency of the use of lexical means on the material of the newspaper "Kommersant".

Fig. 2. Frequency of lexical means use on the material of the podcast "Rosenthal and Guildenstern ".

Fig. 3. Frequency of lexical means use on the material of the video blog "And to talk?".

The analysis of the material allows us to distinguish the following groups of lexical ways:

1. Introductions.

The group of introductory units is used with the highest frequency when expressing various modal meanings located on the credibility/uncredibility scale. This group includes the most diverse linguistic units - a word, a word combination and a construction: *конечно, действительно, безусловно, пожалуй, возможно, похоже, наверно (наверное), вероятно, разумеется, допустим, по-моему, по-видимому, скорее всего (скорее), по крайней мере, казалось бы, может быть (может), правда, что…, кажется, что…, мне кажется, что….*

Let's look at some examples: " - *Schmotkess is a cool word, in fact, a feminitive of the kind that elicits both respect and a smile at the same time. Who came up with that? Why did you decide to use it? Why, I don't know, not "schmotkess," not what, some other suffix? What's "schmutkess"? - I think you know, derivative of all sorts of princesses, **maybe** something else like that was added, and "schmot", there in the sixteenth, eighteenth, that was just the main word there in general, fashion industry, and so the compound is like that, and kind of for "schmot", but kind of something not chivalrous, but near royal..."*" [Podcast "Rosenthal and Guildenstern", issue 20.04.2021]. This example presents a fragment of dialogue between Plague Party[8] and the podcast hosts. Here, Plague Party informs about the formation of the word *schmotkess,* and with the help of the introductory word *possibly* gives the assumption that the suffix *-ess-* has another meaning.

"An *increase in the number of sick people by a few hundred people does not mean anything concrete yet, but any wave starts with a slow growth, notes Konstantin Severinov, head of the laboratory of the Institute of Molecular Genetics of the Russian Academy of Sciences. "If we follow the official statistics, for the last three weeks we have been experiencing a kind of stasis. The number of positive results on PCR-tests is not increasing, but remains nevertheless higher than it was a year ago, when, it would seem, there was a hard lockdown," Mr Severinov tells Kommersant. - On the other hand, we have 4 million people who contracted the coronavirus during the year, and about 7 million who were fully vaccinated. It turns out that there are 11 million people who can be considered protected from the virus in the near future. The remaining 134 million, **apparently, have** not yet encountered the infection and, in the absence of active vaccination, will **undoubtedly become** ill.* [Newspaper "Kommersant", No. 77/V of 11.05.2021]. In this context, the introductory words reflect different degrees of certainty: in the first case, the author suggests that such a number of people have not encountered coronovirus infection and are not protected by vaccination; and in the second case, the

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[8] Chuma Party is a famous blogger whose real name is Victoria Chumanova. She is the creator of the famous YouTube channel "Louie Wagon", as well as the author of the fashion channel of the same name hosted on the Yandex.Zen platform.

author assures that these people will become ill.

2. Modal particle.

Among lexical means, the class of modal particles is the most vividly expressive. When expressing this category in media discourse contexts, *the* following modal particles are present: *ага, ещё бы, вроде (бы), вроде как, как бы, будто (бы), вряд (ли), навряд ли, разве, что ли, неужели, ли, неужто, якобы, едва ли (не), авось, небось.*

For example, "*According to cybersecurity specialist Cybereason, DarkSide requires buyers to agree to a contract of sorts: not to use the viruses they receive against hospitals, hospices, schools, morgues, crematoriums, funeral homes, universities, non-profit organisations, government agencies, and companies that produce and distribute COVID-19 vaccines. Companies in the former Soviet Union are also **allegedly** protected.*" [Newspaper "Kommersant", No. 77/V of 11.05.2021]. In this case, the modal particle *ostensibly,* which is characteristic of bookish speech, is an expressor of epistemic modality, by means of which the author's uncertainty about the accuracy of the input information is manifested.

"- *That's how you and I can reason why they don't like dictation in school? - Simply, because at school in principle pupils don't like any form of testing. - But it's a mush, yes, it's a mush, it's some kind of not very interesting exercise, plus for many it's associated with the prospect of not getting a very good grade, so it can **hardly** generate any enthusiasm.*" [Podcast "Rosenthal and Guildenstern", issue 23.11.2022]. This example is a fragment of a discussion between the podcast hosts - A. Sadikov and V. Pakhomov. Pakhomov. In the latter's speech, the semantics of doubt is expressed by using the modal particle *unlikely,* which carries a strong negative connotation, and expresses the speaker's negative attitude to the dictation, moreover, the expressed action, in the speaker's opinion, cannot be realised.

3. Lexical-semantic groups of verbs, adjectives and passive participles, adverbs with the semantics of reliability/unreliability.

1) Lexical-semantic group of verbs carrying the semantics of credibility/invalidity:

The material of different types of modern media discourse shows that the modality of credibility is also directly expressed with the help of modal verbs. 10 verbs were involved in the analysis: *сомневаться/не сомневаться, верить/не верить, доверять/не доверять, думать/не думать, утверждать, предлагать, бояться, опасаться, беспокоиться, подозревать.*

Here are some examples: "*I am **afraid** we will not be able to give an exhaustive list of organisations that need to be prescribed in the law,' the deputy prime minister replied, suggesting 'trusting the heads of the regions' where decisions on restrictions will be made*" [Newspaper "Kommersant", No. 230 of 17.12.2021]. In this example, uncertainty is vividly expressed in the direct speech of the Deputy Prime Minister using the verb to be *afraid*, which, on the one hand, is an indicator of epistemic modality, on the other hand, appears to be a reference word of a complex syntactic construction used in the context.

"The *timing of the census has attracted the attention of the parliamentary opposition. In early March, Kommersant learned that Valery Rashkin, first secretary of the Moscow City Committee of the CPRF, had sent a parliamentary request to Prime Minister Mikhail Mishustin, Economy Minister Maxim Reshetnikov, and Ella Pamfilova. He **feared** that holding the census on these dates would create "serious obstacles" to the campaign for the State Duma elections scheduled for 19 September. <...> Igor Lebedev, deputy speaker of the State Duma for the LDPR, said at the time that holding the census at the same time as the elections would cause confusion. Yabloko deputy chairman Ivan Bolshakov **suspected** that the census was scheduled for September in order to 'mobilise the dependent electorate'.*" [Newspaper "Kommersant", No. 84 of 20.05.2021]. In this context, epistemic modality is manifested in the indirect speech of Valery Rashkin, secretary of the Moscow City Committee of the CPRF, and Ivan Bolshakov, deputy chairman of Yabloko, with two verbs that convey confidence in different degrees and are present in the structure of compound constructions. In the first case, the verb to *fear* expresses the highest degree of possibility, from the communicator's point of view, that conducting the census at this time will affect the State Duma elections for this company; and in the second case, the verb to *suspect* reflects the strongest doubt in the nominally

stated purpose of the census.

1)   Lexical-semantic group of adjectives and passive participles carrying the semantics of credibility/invalidity:

This group includes 8 units: *уверенный/не уверенный, вероятный/невероятный, возможный/невозможный, убеждённый, сомнительный, подозрительный, спорный и неопределённый*. It should be noted that when expressing epistemic modality, these units can be used in their full or short form.

Let's look at examples: " - *What do you mean about what we have going on? What are you not satisfied with? - <...> I will say not obvious thing, but I am deeply* **convinced** *that even Stalin's time was not accidental, and the blame for this terrible time lies not only on Stalin, it lies on those who were ready to accept him, who waited for him, and it was quite a large number of people, but there is no need for a large one, society can be charged by a small group*" [Video blog "And to talk?", issue 31.10.2021]. The presented rejoinder is a fragment of an interview with the writer E. G. Vodolazkin. G. Vodolazkin[9] about the Middle Ages. The short form of the adjective *convinced is* used in order to convey the semantics of *conviction to* other communicators and to influence them. Moreover, the adverb *deeply* reinforces this modality in order to achieve the maximum influencing effect.

"*And another absurd situation. No, not just one. In 2015, Kommersant reported that paediatric oncologists are afraid to use generics - they are not* **sure of** *their effect, there is no comparative base*" [Newspaper "Kommersant", No 240, 27.12.2019]. This example conveys the general opinion that the actions of generics are unsafe (doubt in safety). For this purpose, the short form of the adjective *(not) sure is* used, which expresses the semantics of doubt in the highest degree.

2) A lexico-semantic group of adverbs carrying the semantics of reliability/unreliability:

Twelve words belong to this group: *несомненно, верно, действительно,*

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[9] Evgeny Germanovich Vodolazkin is a Russian writer and literary critic.

наверняка, точно, обязательно, именно, совершенно, очевидно, абсолютно, ясно/не ясно, маловероятно.

For example, "- *... there is the issue of digital addiction, yes, and gadget addiction, that is, it is more complicated there, to be with yourself without a gadget, yes, in any free minute a person grabs gadgets, and the so-called positive connections are formed, here are conditionally-reflexive, have **really** become, this is such a part of our existence <...>*" [Video blog "And to talk", issue.12.2020]. [Video blog "And to talk?", issue 16.09.2020]. This example is a fragment of a discussion by the video blog host and psychotherapist A. V. Kurpatov[10] of the topic "Gadget in the life of modern people". Using the adverb *really, the* psychotherapist claims that these positive connections have become part of people's lives.

*"- In Ticktock. - Everywhere! Yes, you **must have** seen the channel "Louis Wagon", somewhere people are asked what they are wearing, how much it costs, here, maybe someone on Natasha Gridina's tip, from the podcast what to watch, watched the show "The Bachelor""* [Podcast "Rosenthal and Guildenstern", issue 20.04.2022]. Here the beginning of the podcast issue is presented, the adverb for *sure introduces the* semantics of "certainty", and with its help the host claims that all listeners of the podcast know the channel "Louis Wagon"[11], the host of which is Plague Party.

Thus, on the material of modern Russian media discourse we can see that different groups of lexical means are used to express epistemic modality, which represent the nuclear components in the functional-semantic field of reliability/unreliability and are present in the structure of other ways of expressing this type of modality. It should be noted that the selected lexical means indicate the semantics of epistemic modality to a different extent, moreover, in different contexts these units can carry the connotation of affirmation or negation. Among the listed lexical means, most of them function to convey the author's own opinion and to realise the communicative influencing strategy so that the

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[10] Andrey Vladimirovich Kurpatov - President of the Higher School of Methodology, founder of the intellectual cluster "Mind Games", creator of the modern model of psychotherapy;

[11] "Louis Wagon" is a channel about fashion. It's hosted by Plague Party.

audience forms a common opinion.

2.2.2. Grammatical means of expressing epistemic modality

In the functional-semantic field of authenticity/invalidity, some of the peripheral means are syntactic units with a more complicated structure. The following grammatical means are found within the framework of this paper:

1. The subjunctive mood of the verb.

*" - I want to imagine myself in the Middle Ages with you (wow! - at this time says medievist), firstly, 5 main differences between medieval man and modern man. - But also I'm afraid that you **wouldn't** have a YouTube channel, not even because you wouldn't have the appropriate electronics, because somehow, somehow, like this, you're on your own* (Woman - says Irina Shikhman). *Yes, well, I mean you could, you could quite have a voice, but with the blessing of some man* (Aha - says Irina Shikhman). *You know? That's probably the first difference. It's nothing personal! Meaning else you **would** definitely believe in the Christian god, because I don't know how and what you believe in, and you **would** believe in the Christian god, probably once a year at least you **would** confess. And our life **would be** more subordinated to all kinds of rhythms, not only liturgical rhythms, but liturgical rhythms, yes, liturgical rhythms, Sunday in church, but in general everything, everything would be more rhythmic, it seems to me, would be more rhythmic"*. [Video blog "And to talk?", issue 31.10.2021]. This rejoinder is a part of a conversation between the video blog host and medievist O. S. Voskoboynikov[12], in the medievist's statements there is a complex of linguistic means of expressing epistemic modality, including the subjunctive mood, with the help of which the author's own assumption is reflected and a certain degree of uncertainty is indicated. In this case, the speaker assumes what differences exist between medieval times and the present day; in the phrases "I'm afraid you wouldn't have a YouTube channel", "also you would definitely believe in the

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[12] Oleg Sergeevich Voskoboynikov is a Russian medievalist and translator, a specialist in the culture and art of the medieval West. Ordinary Professor at the National Research University Higher School of Economics. Professor of the Humanities Faculty of the National Research University Higher School of Economics. One of the authors of the Big Russian Encyclopaedia.

Christian God" and "life would be more subject to all kinds of rhythms" the subjunctive mood is one of the indicators of certainty/uncertainty and reflects different degrees of uncertainty.

*"Nutritionist Alexei Kovalkov is sure that the main problem is the lack of knowledge about how and why one should eat properly: "**If** children were literate in this respect, they **would** know what to eat even if they were sitting at home".* [Podcast "Rosenthal and Guildenstern", No. 78 of 12.05.2021]. In this example, the indirect and direct speech of the nutritionist is presented; the subjunctive mood reflects the nutritionist's strong doubt that modern children have knowledge about proper nutrition.

2. Rhetorical interrogative construction.

For the selected sources, the rhetorical question is a more frequent means of expressing the modality of credibility, for the newspaper article this method contributes to the creation of dialogue in a non-speech text, and for podcasts and video blogs it is a vivid expressor of emotionality, often used with increased intonation.

Consider examples. "*But are you sure that everyone is Lomonosov? Well, did everyone have to drop everything and go to university a hundred years ago?" [Video blog "And to talk?", issue 09.09.2020].* [Video blog "And to talk?", issue 16.09.2020]. In this example, the rhetorical question construction is used twice to express the opinion of psychotherapist A. Kurpatov that not everyone needs higher education and not everyone can become a scientist. The rhetorical question clearly expresses the author's statement with a negative connotation (i. e. the speaker clearly expresses his doubt in the possibility of an affirmative answer).

It is important to note that in many cases of rhetorical question use there are also lexical units - modal particles: *whether, or, or, whether, whether, whether, whether, whether, (a) what, if*, which bear the semantics of the studied type of modality.

For example, "*What if modern China doesn't have any huge ideas about Europe either? **What if** Xi Jinping came to Paris just to do his routine work? What if those who say the Belt and Road is just a routine project of long-term investment by the Chinese state economy in the logistical support of its huge foreign trade, and nothing else, are*

right?" [Newspaper "Kommersant", No. 11 17.04.2019]. In this example, using question constructions with the modal particle *(a) what if* expresses a strong doubt in the political actions of the head of China. In these questions, the particle used is a vivid indicator of this semantics, moreover, indicates doubt at the highest degree and brings a negative connotation. However, the construction itself belongs to the grammatical means analysed in this paragraph.

"***Do*** *you* ***really*** *think you have any small active stock? A few minutes ago you said the word 'alienation', which I wouldn't have thought to use at all.*" [Podcast "Rosenthal and Guildenstern", Issue 01.03.2021]. This rejoinder expresses the author's doubt that his interlocutor has a small vocabulary by means of a rhetorical question. It can be noted that in this questioning construction the most important component is also the modal particle, which strengthens the semantics of doubt.

3. Compound sentence.

When conveying the analysed type of modality, some or other complex syntactic constructions are also used, including a complex conjunctive construction in which the centre of the structure is different types of conjunctions: *или…, или…; не то…, не то…; то ли…, то ли…; не то чтобы (что), но (а)….*

For example, "- *Here was a wonderful story. Amvrosius Mediolansky himself, it's in Milan, and Emperor Theodosius came, and it was on the hippodrome, Byzantine <...> and something he had some misunderstanding with the local population,* ***whether*** *he was stoned,* ***or*** *something else, in general he fell down, ordered to exterminate all who were on this hippodrome <...>*" [Video blog "And to talk?", issue 20.20.20]. This example is a part of the story of the writer Evgeny Vodolazkin about the history of Emperor Theodosius. Discussing the work "The Justification of the Island", the writer uses the composition construction with the conjunction *whether... whether...* indicating a certain degree of uncertainty about what exactly happened in the hero of the story.

"*Many Abkhazians still speak painfully about that period of history, diplomatically omitting the role of the Russian Empire in this resettlement. At that time, many had to leave here. They were taken by ships to Turkey, but not all of them made it - they died of*

*diseases or threw themselves overboard in longing for their homeland, Abkhazians say. They dream to bring at least some of their fellow citizens' descendants back. For this purpose they have built two new houses for refugees from Syria in Sukhumi. History **does not exactly** cure these grievances, **but it** corrects them*". [Newspaper "Kommersant", NO.43, 05.11.2019]. In this statement, the author's opinion is stated with the help of a complex composition construction, in which the semantics of epistemic modality is carried by the antithetical gradational union *not that, but...,* in this context a higher degree of uncertainty is expressed that the presented problems are solved over time with the help of historical reflection, the author claims that history corrects these issues.

4. Compound sentence.

When expressing epistemic modality in the process of media communication, a compound explanatory construction is also used, the necessary components of which are different groups of reference words located in the main part of the construction. In this connection, the different-level linguistic means interact with each other, and in the structure of the SPP the reference word is represented by those lexical units that make up the LSG of verbs, adjectives and adverbs with the given semantics.

Let's look at some examples: "Do *you read all these reviews under YouTube videos about the way you speak? Are there any haters in that regard? How do you react to that? - You know,* **I'm sure** *it's all very clingy because the other day even my friend and I were walking and she keeps saying that after meeting me that's it, I'm egging her on. But it's not just verbal, some combination, it's intonation series, it's, you know, it's the pitches themselves <...>*" [Podcast "Rosenthal and Guildenstern", issue 20.04.2021]. This rejoinder is a fragment of a conversation between the podcast host and Party Plague, the host asks the guest of the issue a question about the manner of her speech, and the answer shows the modality of assertion, which is reflected with the help of PPS with the reference word *sure*. When using this construction, the speaker gives an assessment of her unusual speech and then gives proof.

"Alexey Popovichev, Executive Director of Rusbrand, **doubts that the** *parties will be able to reach a compromise: in the extreme case, Starbucks and others will simply*

write "milk" in quotes" [Newspaper "Kommersant", No. 85 of 21.05.2021]. In this newspaper text, different ways of conveying epistemic modality are used; at the beginning of the fragment, expressing a vivid doubt in the presented situation, the speaker uses PPS with the reference word *doubt,* which is the core component of the verbs with the semantics of reliability/unreliability.

5. Word and phrase combination.

When expressing these or those meanings of the category of epistemic modality, many word combinations and combinations are used, which are usually called communiquems, which differ from phraseological units. V. Yu. Melikyan and A. V. Melikyan understand by the notion of a communiceme "a communicative non-predicative unit of syntax, representing a word or a combination of words, <this unit> logically and grammatically non-divisible, characterised by the presence of a modus proposition, non-divisible expressing a certain incomprehensible semantic content (i. e. not equal to a judgement), not equal to a judgement. not equal to a judgement), not reproducing the structural schemes of a sentence and not being their regular realisation, lexically impenetrable and not spreadable, combining with other statements in the text according to special rules and performing in the text a reactive, stimulating, voluntative, emotional-evaluative, regulative, aesthetic, pragmatic, and informative function" [Melikyan and Melikyan 2015: 43]. At the same time, it can be noted that the communiceme is a special type of product of phraseologisation of linguistic units in the modern Russian language, it is studied within the framework of syntax and is characterised by the following features: readiness, variability, semi-predicativity and irreproducibility. Within the framework of this work the following word-combinations are considered: *с уверенностью, с вероятностью, выразить опасение, есть сомнение и оставаться скептиком*; и такие коммуникемы-сочетания: *никаких сомнений нет (не было, не вызывать, не оставаться), Без (всяких) сомнений, Это правда, Под (большим) вопросом и Бог (его) знает.*

1) With confidence.

"*As Samira Asma explained in a briefing on Friday, the WHO's assumption of even*

more deaths so far is based on the fact of this discrepancy. "The pandemic is evolving and the accuracy of our estimate will improve. But at the moment we assume that we can **confidently** *speak of a lower threshold of 6-8 million deaths,*" she explained." [Newspaper "Kommersant", No. 86 of 22.05.2021]. Here in the context, epistemic modality is manifested with the help of the word combination *with certainty,* which vividly expresses the semantics of reliability in the speaker's direct speech.

2) **High probability.**

"*But those who were sent to be shot in 1940-1941 were* **most likely** *brought to the clearing on the right bank of the Ordynka River*" [Newspaper "Kommersant", No. 84 of 20.05.2021]. In this fragment of the newspaper article, the speaker informs the audience with the least degree of uncertainty that at that time the shootings took place more often on the right bank of the Ordynka. In this case, the word combination *with high probability* is a vivid indicator of epistemic modality in the speaker's speech. This expression is an incomplete, colloquial realisation of the literary expression "high degree of probability".

3) **To express apprehension.**

"On 19 May, Andrei Turchak, secretary of the United Russia general council, at a meeting with the president on the implementation of the message to the Federal Assembly, unexpectedly asked the head of state to postpone the main stage of the All-Russian census, scheduled for August-September this year, to October. He **expressed fear** that the work of census enumerators and election commission staff would be done by the same people, especially in small towns and districts". [Newspaper "Kommersant", No. 84 of 20.05.2021]. In this case, the semantics of epistemic modality is manifested in the indirect speech of the Secretary of the General Council of United Russia by means of a subordinating expletive construction, the centre of which is the phrase *expressed apprehension,* indicating a certain degree of uncertainty in the specified situation.

4) **There's doubt about something.**

"*Operators need biometric authentication mainly for remote contracting, explains Karen Kazaryan, RAEC's lead analyst: "True, the law provides for the possibility of remote contracting only through an ESB." In his opinion, if a few years ago business*

*thought that biometrics had prospects, now **there are doubts about it**"* [Newspaper "Kommersant", No. 65 of 14.04.2022]. In this context, the journalist's indirect speech uses the phrase "*there are doubts",* which is a discursive marker aimed at expressing the author's own opinion.

5) Remain sceptical.

*"'I was and still am a **big sceptic** about the Minsk agreements,' the expert said in a conversation with Kommersant" [Kommersant newspaper].* [Newspaper "Kommersant", No. 83 of 19.05.2021]. In this context, the political scientist's own opinion about the Minsk agreements is outlined, for this purpose the phrase "*I remain a great sceptic" is* used. The centre of the used phrase combination is the word *sceptic,* which reflects the semantics of doubt.

6) There is no doubt about it (was not, do not call, do not stay) .

*"- Do you think a young person in Russia can consciously build a political career with the help of a party? - One hundred per cent. There is **not** even **any doubt**. There are plenty of such young people.*" [Newspaper "Kommersant", No. 92 of 01.06.2021]. This example is a fragment of an interview with D. A. Medvedev[13] , his speech uses several ways of conveying the highest confidence. Let us pay special attention to the communiqué of *no doubt at all,* cf: "*Without any doubt, without any doubt* - an expression of confident assertion, agreement, confirmation" [Melikyan, 2019:32]. With the help of the highlighted communiqué the speaker's speech is emotionally coloured, and confidence in the possibility of a political career with the help of the party for young people is vividly expressed.

A variant of the communique is seen in the following example: "*US representatives helped China decide on its position on the conflict. On 14 March, Jake Sullivan, the President's National Security Advisor said: if China helps Russia to avoid restrictions, it "will no **doubt face** serious consequences*"" [Newspaper "Kommersant", No. 53 of 29.03.2022]. In this case, the semantics of credibility is manifested in the direct speech

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[13] Dmitry Anatolyevich Medvedev - Russian statesman and politician. First Deputy Chairman of the Military-Industrial Commission of the Russian Federation. Deputy Chairman of the Security Council of the Russian Federation. Chairman of the United Russia party.

of the President's National Security Advisor Jake Sullivan with the help of the communiceme without any *doubt,* which has an emotional colouring and, on the one hand, reflects confidence to a high degree, and on the other hand, reinforces the expressed semantics.

7) It's true.

"*The more I live, the more I realise that your help to society may consist first of all in the fact that you, conditionally speaking, are a normal person, do not chew on anyone, do not sit on anyone, that you try to say good things, less to scold someone, if it is expressed in terms of Seraphim of Sarov, he said, 'hold peace in yourself, and thousands around you will be saved', **this is true.**"* [Video blog "And to talk?", issue 31.10.2021]. In many contexts, the lexical unit "truth" is used as an introductory word to convey the semantics of certainty. In this example, the word *truth is part of the* communiceme *this is true,* with the help of which the communicant asserts what he told above about the current society. "*Both this and that are true* - an expression of affirmation, agreement" [Melikyan, 2019:126]; "*Your truth, your truth, and the truth is an expression of* agreement [Melikyan, 2019:126].

8) Under (big) question.

"*Anastasia, it's better not to take any risks, it's better not to, because all these words, author, editor, blogger, which are now being talked about and argued about, these words have not yet been officially recognised as words of the Russian literary language, as normative words, they are not yet in dictionaries, so there is nothing to refer to, and it's very likely that if you write like that, you will be counted as a mistake, so for now you should still write "author", "editor", etc.   - Well, no one forbids us to use all these words as we please in ordinary speech, but it is important that they are not recorded in any normative publications or dictionaries. - Yes, and here we have a situation when you demonstrate mastery of the norms of the literary language, but for the norm these words are still **under great** question*" [Podcast "Rosenthal and Guildenstern", issue 20.10.2020]. This example is selected from the podcast issue on the topic of "feminitivism", here two presenters answer the listeners' letters. At the end of A. Pakhomov's rejoinder, the word

combination *under a big question is* used to express strong doubt that these feminitives are normative words of the modern literary language. The NKRNYA found 332 instances of this communiqué, e.g., "Secondly, if one can hardly doubt the influence of J. Habermas on modern social thought, the weight of other participants in the collection is under great doubt" [Vladimir Malakhov. On the usefulness of textbooks // "Otechestvennye Zapiski", 2003].

9) God (he) knows.

*"But in fact, in academic grammar, pronouns do not include all the words that in school grammar are pronouns. You probably remember such tables, school classes of pronouns by meaning, and there were distinguished pronouns interrogative, relative, determinative, indicative, **God knows** what else.*" [Podcast "Rosenthal and Guildenstern", issue 08.09.2020]. In this example, the presenters discuss the difficulties in classifying Russian pronouns. The phraseological combination *god knows*, expressing the meaning *unknown* [Textbook Phraseological Dictionary, 1997], indicates a certain degree of uncertainty in the division of pronouns in the school curriculum.

Thus, in the formation of modern Russian media discourse, various levels of verbalised means are used, among which various classes of lexical units are dominant, as they are the most vivid expressors of the studied type of modality, moreover, they are present in the structure of other means. An extensive group is also represented by certain grammatical ways, which have a complicated structure, in connection with which there may be difficulties in teaching Russian as a foreign language. It should be noted that these ways are not isolated from each other, in different contexts they interact with each other.

2.3. Interaction of subjective modality categories in the formation of modern Russian media discourse and author's means of expressing them

Analysing different-level means of expression of epistemic modality, on the material of modern Russian media discourse we can also observe a variety of linguistic means of expression of other subjective-modal meanings, since the category of epistemic modality is the central place in the study of subjective modality, moreover, its expression

is accompanied by the emergence of other categories of subjective modality, such as the category of *evaluation, the category of emotionality*, the category of *logical modality, the category of ordinariness, the category of* subjective modality, and the category of subjective modality.

Thus, the expression of the subjective modality category is often presented in a complicated complex structure in order to accurately describe the communicative situation, vividly express the speaker's position and achieve maximum communicative effect. Different types of the subjective modality category are closely interrelated, and the expression of epistemic modality has a more complex semantic composition. The most important components accompanying the process of expressing certain meanings of epistemic modality include evaluative and emotive components [Liu Haotong 2022: 66-72].

The category of evaluation, according to most researchers, is considered as one of the varieties of subjective modality [N. D. Arutyunova, E. M. Wolf, V. N. Telia, N. Y. Shvedova]; it is used to express the speaker's value attitude to the surrounding reality. The expression of evaluation is a *modal frame* enclosed inside the structure of an utterance and has no connection with the logical-semantic and syntactic construction of the utterance [Wolf 1978: 34]. According to our observations, the structure of epistemic modality expression often contains the category of evaluation, which represents the main content of the utterance, i. e. two categories in a subordinate relation:
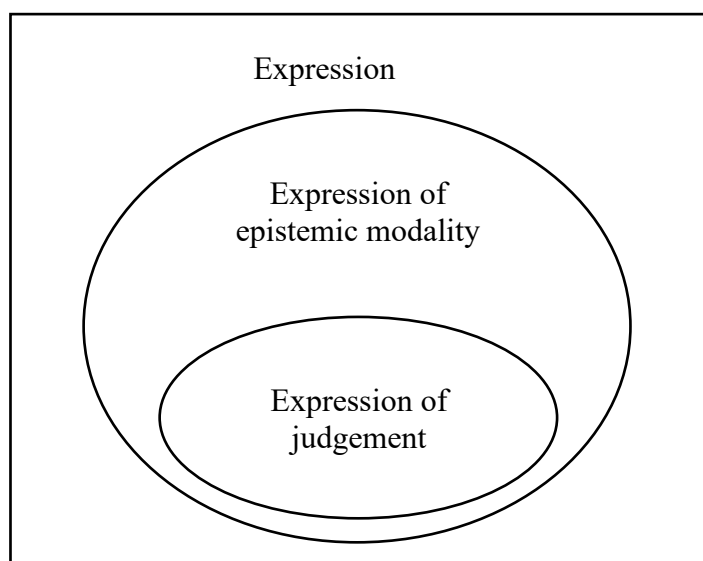
Expression

Expression of epistemic modality

Expression of judgement

Figure 4. Subordinate relationship between the categories of epistemic modality and evaluation.

Let's look at some examples: *" - Do you think things can still get worse between Russia and the United States? - I don't think it will get worse and that we are doomed to eternal confrontation. I am* **convinced that as** *China gains economic and military power,* **it will become a threat to Russia as well** *. This may contribute to its rapprochement with the U.S.*" [Newspaper "Kommersant", №201 of 03.11.2021]. This example is a fragment of an interview with a political scientist, in his speech various means are used to express conviction - *I don't think that...* and *I am convinced that...*, in the second case the structure of epistemic modality expression includes the evaluative part "it (China) will become a threat to Russia as well", and we can say that the expression of evaluation is the main content of the presented statement, and is expressed in the structure of conviction.

" - <...> it (the orthographic form implemented by the Bolsheviks) had the simplest solution: to always write "o" under the accent after all hisses, and to write "e" without the accent, i. e. we would then write "rustle", "stitch" as we write now with "o", and we would also write "come", "zholty", "chorny", "beeswax", also with "o", imagine such spellings. - It looks **terrible, of course, because it's** *very unusual for us now.*" [Podcast "Rosenthal and Guildenstern", issue 20.10.2020]. In this fragment of the discussion of Russian orthography, the expression of epistemic modality is also presented in a complicated structure, along with the semantics of persuasion expressed through the introductory word "of course", the author's evaluation of the spelling of the presented Russian words with the help of the evaluative words *awful* and *unusual is* also reflected.

The analysis of the material shows that when expressing the author's own opinion, the categories of epistemic modality and evaluation can be in a parallel relationship:

Expression of
epistemic
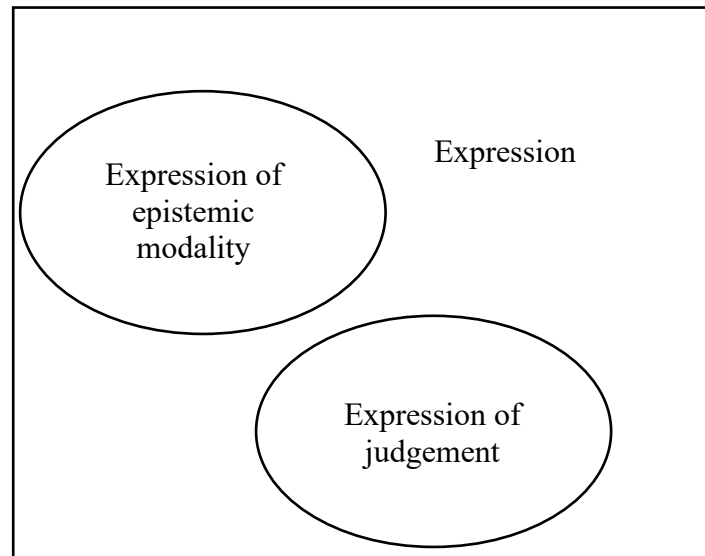modality

Expression

Expression of
judgement

Figure 5. Parallel relationship between the categories of epistemic modality and evaluation.

Let's take an example, "- *Well, yes, but there is an important nuance here, which is usually, well, **don't really talk about**, we don't know, it's important, how much interaction in social networks and in real life correlates. I mean, to what extent, **roughly speaking, the** dynamics, the things that we see in social networks, to what extent these things, they kind of relate to real life, because, well, for example, we see how some, for example, fakes are spreading, something, yes, there was no such thing before, it means that, **most likely, the** emergence of social networks has added some, some, some change to our social interaction, which was not there before. And so this discrepancy between real life and social networks is the answer to the question, **roughly speaking,** in years to come we will be able to study social networks as this phenomenon, but to what extent they will correspond and to what extent they will not correspond to real life is not clear*". [Video blog "And to talk?", issue 19.12.2019]. This example is a fragment of an interview with the journalist A. Konyaeva[14] on the topic "studying social networks", in the speech of the interviewee a lot of linguistic means of expressing subjective modality are used, including the most important components are expressions of epistemic modality and evaluation. For

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[14] Andrey Yuryevich Konyaev is a Russian journalist and populariser of science. He is the publisher of the popular science online publication N + 1, and was editor-in-chief in 2015-2017. He is a former columnist and editor-in-chief of the Science and Technology section on the website of Lenta.ru. Founder of the communities "Lentach"and "Obrazovach" communities. Lecturer at Moscow State University, PhD in Physics and Mathematics. Host of the KuJi Podcast.

example, the introductory word *most likely is* used to convey the author's assumption that the emergence of social networks has had a great impact on social interaction, besides, the simple expression *not very (say) expresses an* assessment of the number of statements about this situation, also the speaker twice uses the introductory word *roughly speaking to* convey an assessment of his statement.

 " Russia detonates diplomatic bomb: The Russian Foreign Ministry on Friday published draft documents on legal security guarantees from the United States and NATO handed over to the Americans two days earlier. Moscow demands from Washington and its allies to legally fix the rejection of NATO expansion, to stop military co-operation with post-Soviet countries, to remove American nuclear weapons from Europe, to withdraw North Atlantic Alliance forces to the 1997 positions and much more. At the same time, the Russian Federation fears escalation if the US refuses to make concessions. Washington seems to be ready to talk" [Newspaper "Kommersant", No. 231 of 18.12.2021]. In this statement, the author's assumptions and linguistic metaphor are the modus component. At the beginning of the statement, the linguistic metaphor *Russia exploded a diplomatic bomb, with the* help of which the author's assessment of Russia's action is reflected. At the end of the statement, the author's assumptions are expressed using an impersonal sentence with the verb to *fear and* the modal particle *like*.

The category of emotionality is also an important parameter in expressing subjective modality, since various emotions are an integral component of reason, thinking, linguistic consciousness and behaviour in various spheres of human life; moreover, the genres of media discourse we have chosen are characterised by expressivity, and various emotional colours are often used in expressing epistemic modality and evaluation.

For example, *" - I will say not an obvious thing, but I am **deeply convinced** that even Stalin's time was not accidental, and the blame for this terrible time lies not only on Stalin, it lies on those who were ready to accept him, who waited for him, and it was quite a large number of people, but there is no need for a big one, society can be charged by a small group"* [Videoblog "And to talk?", issue 31.10.2021]. In this case, a fragment of writer E. G. Vodolazkin's story about the Middle Ages is presented, here the speaker

expresses the semantics of conviction to influence other interlocutors, using the short form of the adjective *convinced*. It is important to note that the adverb *deeply* acts as an emotional colouring, which enhances the expressed modal meaning in order to express expressiveness and achieve the maximum influential effect.

"- *Yes, word parsing, we emphasise all the time in school some parts of the word, why we do it, we will find out today how word formation and understanding how it is built in the Russian language helps us to fight myths about the origin of words and folk etymology, how understanding the structure of words helps us to write correctly, and why in **general the** topic of word formation for school Russian language is so difficult, what it gives us for understanding the language <...>*." [Rosenthal and Guildenstern podcast, issue 06.10.2020]. The selected utterance is a fragment of a discussion of the topic "parsing words in the school curriculum"; the presenter's speech repeatedly uses the intensifying word *generally*, which belongs to the colloquial style [Ozhegov's TCRYA, 96] and brings expressiveness to the utterance. It should be noted that the expression of the speaker's evaluation of the topic "word formation" for the school programme is emotionally coloured, as it also includes the intensifying word in *general* in its structure.

Thus, epistemic modality is a multidimensional category, and other types of subjective modality, including the categories of evaluation and emotionality, also actively function in its expression. The material of modern media discourse shows a subordinate and parallel correlation between the categories of epistemic modality and evaluation. As for the category of emotionality, it is an important component of a statement in mass media, and together with other categories of subjective modality, the category of emotionality contributes to the achievement of maximum communicative effect.

In addition to the above-mentioned general linguistic means of expressing subjective modality, the types of media discourse under study actively use their own authorial means of conveying evaluation, the structure of which contains implicit authorial connotations that are revealed through context. In this paper, the notion of *authorial connotation* is understood as a special authorial meaning, which is not a general linguistic connotative meaning of the used language unit, but is manifested only in a

certain context. The following groups of author's means of expressing subjective modality are distinguished in this paper:

1.   Evaluative lexical units exhibiting individual connotations in context.

This group includes general linguistic means with the help of which the author's evaluation is reflected, but the author's individual connotation is manifested entirely within the context. For example, "- *And you can take some more classic, maybe even if tired and tired examples, why we spell the words "stone" and "young" differently, for example. It happens that in the word young, two letters -n- are often misspelled. - In the same way, I, here is **my main pain** in school, I could not, i.e. I have memorised, but every time I am curbing myself, the word "length".* [Podcast "Rosenthal and Guildenstern", issue 06.10.2020]. This fragment of the text uses different ways of conveying subjectivity, including epistemic modality. The highlighted expression "*my main pain*" gives a negative evaluation of the speaker (the lexical unit "pain" conveys both physical and mental suffering), the object of evaluation is the state of a person who is forced to write in compliance with the norms (the spelling of the word "length" is a complex issue for the speaker, it is not an automatic choice of the correct spelling for him). Taken out of context, the construction "my main pain" can perform various functions: to be a nomination of a physical sensation (e.g., in a dialogue between a patient and a doctor), to be a denotation of an instantaneous, possibly one-time experience (cf., e.g.: "I passed the exam badly. My main pain is that I was ready, and I could not show it"). In the above context, we see that the author wants to express a negative attitude to a recurring situation in which he felt his inferiority.

"*Do you remember the headlines that linguists, Tyumen linguists have discovered a new union 'in sense' in the Russian language. Do you remember the headlines? Last year it was, it was **such a hype.***" [Podcast "Rosenthal and Guildenstern", issue 06.10. 2020]. In this example the barbarism is used, which comes from the English word *hype* (hy*pe*, annoying advertising), it reflects the author's negative attitude to the fact that there were many press reports about the new union in Russian. In this case, the evaluation is expressed by the linguistic means itself, by a lexical unit (so modern youth speaks

disparagingly about the fact of excessive noise in the media, the creation of artificial hype), but the context reveals the full author's meaning and complements the structure of the evaluation (here censure, disapproval and detachment, irony).

2. Neutral lexical units in the function of evaluative ones.

In this group we can include those words that belong to the neutral style, with the help of which the author's subjective attitude to the expressed is manifested. Here are some examples.

"Earlier*, earlier I used to give this, here is an example with McDonald's, there was such a project, when they put cheeseburger, hamburgers and potatoes for a long time, and showed that it does not spoil <...> This bun in general it, you know, as they say, **dissolves in the** mouth, in general there will not be this, here is an important component*" [Video blog "And to talk?", issue 09.07.2021]. The verb to *dissolve* denotes a chemical process, it is not emotionally coloured (on the contrary, we expect that sugar and coffee can dissolve). However, we can learn from the context that the bun from the fast food chain under discussion, in the speaker's opinion, does not contain an important component for human health and is therefore harmful to health. The speaker conveys a negative attitude towards the subject of the conversation by using a verb that is neutral in other contexts.

" - *Well, here is a question, in such a case, from a schoolboy, may come ... that there is such and such a theory, and how to act at the lesson, if now the schoolboy will declare that your pronoun is not a part of speech? - But this is not such **voluntarism***, *if you say that you agree with the point of view of linguists who do not consider pronouns to be part of speech, then you must understand the principles by which they consider it so, the basis for this classification, if you can prove it and claim that you adhere to such a point of view, well, great!*" [Podcast "Rosenthal and Guildenstern", issue 08.09.2020]. In this context, when expressing the author's opinion, the word *voluntarism* is used (philosophical term, "the will is the primary basis of all things", and also more broadly - "subjectivist, arbitrary decisions that ignore objectively existing conditions and regularities of social life, economy, etc."). [Dictionary of Foreign Words, p. 135]). The

author's intention is to evaluate the situation described by the interlocutor: he believes that it is not enough to assert that there is no such part of speech, it is important to give an explanation of his position. The speaker believes that when expressing an opinion one should not rely only on one's desire, it is necessary to understand the essence of the question. In this context, the word *voluntarism* has negative connotations and allows the speaker to convey an attitude towards the subject under discussion.

3. Individual-author expressions.

This group includes special uses of language units by the author, which, on the one hand, contain author's connotation, on the other hand, are aimed at achieving maximum communicative effect. Let's consider the examples.

"*But here I was taught at school in that textbook, in that concept in which I was taught that the participle, the de-participle were separate parts of speech, for me they were words quite normal, independent parts of speech. And after I learnt the category of state, it was a **second shock to** learn that participle, de-participle in academic grammar are not treated as separate parts of speech, as verb forms.*" [Podcast "Rosenthal and Guildenstern". Issue 8.09.2020]. In this example, the combination of the *second shock* is an authorial device. In Russian discourse there are stable expressions *someone in shock* and *(who) had a shock,* which indicate strong surprise and sometimes disappointment of the subject (cf. for example: "It was a shock: a resident of Novorossiysk discovered a real scorpion at home" [Novorossiysk Hero-City Website, 14.05.2022]). The example from the podcast uses a different construction: "there was a shock + infinitive" (there was a shock to understand, there was a shock to hear, etc.). Syntactic constriction is characteristic of the oral form of unprepared speech (cf. *it was a shock for me when I learnt...), but within the framework of our study we note this way of expressing subjective modality. The author uses a lexical unit having negative connotations (related to the causes and/or consequences of shock in a direct or figurative sense) to express his negative evaluation of the described event (cf. *I learnt that there are state words and was very sad that I did not know it. The second unpleasant discovery, unfortunately, was that...).

"*And which combine the endings of different types of declension, and the word "way", which has the ending of the third declension in all cases except the creative case, where the ending of the second declension is presented, that is way, and in fact, here is a special kind of interesting history with the word "way", the **word "way" has a special way,** because where it all came from, simply because earlier the number of declensions in Russian language was more, and in Old Russian language there were six types of noun declension*" [Podcast "Rosenthal and Guildenstern", issue 8.09.2020] . In this example, the author's means of expressing the attitude is language game (the lexical unit *way is* juxtaposed with a stable expression *(who has) a special way*), with the help of which the author's position is emotionally expressed. Thanks to the podcast fragment, we can find out that the word "path" has an interesting history and therefore a special declension.

It can be concluded that the category of epistemic modality is closely related to such subjectivity categories as the category of evaluation, the category of emotionality, the category of logical modality, the category of ordinariness, the category of evidentiality, and others. In this connection, in modern Russian-language media discourse the communicant's own attitude to the surrounding reality has a complicated structure, which includes a complex of modus components expressing various subjective-modal meanings aimed at achieving a certain communicative goal. The analysis of the material shows that when expressing epistemic modality and other meanings of the subjective modality category there is a large set of common linguistic means located at different levels of language; to convey the author's evaluation, a lot of author's own means are also used, with the help of which the implicit author's connotation is revealed, and rarely there is a case of using author's means to convey reliability/unreliability. In the framework of this paper, the following groups of author's means of conveying evaluation are distinguished: evaluative lexical units that show individual connotations in the context; neutral lexical units in the function of evaluative ones; individual-author's expressions.

2.4. Peculiarities of use of means of expressing epistemic modality in modern Russian media discourse

As shown above, in the formation of modern media discourse, various classes of verbalised means of expressing the category of epistemic modality are used; in the framework of this paper, the analysed linguistic means are considered as discourse markers (discourse words), which, on the one hand, structure different types of media discourse and provide coherence between parts of communication, on the other hand, represent an important modus component of an utterance and convey the main or commentary information from the point of view of com

The material chosen for our analysis is popular qualitative information and analytical types of media discourse in modern Russian and Chinese society: newspaper, podcast, video blog and video programme. These types of modern media discourse represent different channels of information transmission, which are realised in different forms of speech (book-written and spoken), have a wide audience covering different social strata, and acquire the latest features characteristic of modern media communication. At the same time, the use of means of expressing epistemic modality is presented in these sources in different ways, and each type of media discourse has its own peculiarities of using linguistic means to achieve certain communicative effects.

2.4.1. Peculiarities of the use of means of expressing epistemic modality in the Kommersant newspaper

The Newspaper "Kommersant" is the most official source of information among the ones we have studied, it publishes information and analytical articles on topics from various spheres. Within the framework of this work, 80 articles were analysed, 230 cases of using means of expressing subjective modality were selected, among them 153 cases of using means of expressing epistemic modality. The frequency of use of different common ways of expressing epistemic modality is presented as follows (Fig. 6):

Fig. 6. Frequency of use of different-level means of expressing epistemic modality in the newspaper "Kommersant".

It should be noted that in newspaper media genres a large set of linguistic indicators is used to express reliability/unreliability, among which the dominant methods are the introductory word (44%), complex syntactic construction (25%) and modal particle (15%).

Among the collected materials a special tool is the modal particle "ostensibly", which is an obsolete and bookish lexical unit, used to express the semantics of uncertainty [Ozhegov's Explanatory Dictionary, p. 918]. The analysis of the material shows that the modal particle "ostensibly" is often used in the newspaper text to convey the author's attitude to what is reported with a certain degree of uncertainty. 11 contexts with this modal particle were found in the Newspaper "Kommersant", but we did not encounter it in other sources.

For example, "*In any case, the attack on Colonial Pipeline is the largest known cybercrime in the fuel and energy sector to date, says Maria Belova <...> It was **allegedly** behind the attacks on Brazilian state-owned energy companies <...> that took place in February 2021. <...> According to cybersecurity specialist Cybereason, DarkSide requires buyers to agree to a kind of contract: not to use the viruses received against hospitals, hospices, schools, morgues, crematoriums, funeral homes, universities, non-profit organisations, authorities, and companies that produce and distribute COVID-19 vaccines. Companies in the former Soviet Union are also **allegedly** protected. <...> The*

US authorities have repeatedly accused Russian intelligence agencies of cyberattacks against its information infrastructure. Washington has imposed sanctions on Moscow for Russia's alleged cyber interference in the 2016 US presidential election and the hacking of SolarWinds software in 2020" [Newspaper "Kommersant", No. 77/V of 11.05.2021]. In the example, the modal particle *ostensibly is* used three times, characteristic of book-writing speech, it is a way of including the author's personality, and at the same time it expresses the author's doubt in the presented political situations, so that a certain general opinion is formed in the audience. So, the obsolete particle *ostavby is* still not part of the passive vocabulary of the modern Russian language, it actively functions in the formation of the written form of media discourse.

A characteristic way of conveying epistemic modality for newspaper material is also the modal particle *hardly hardly,* which belongs to the book style of speech, expresses the meaning of *very likely,* and is a synonym of the expressions *most likely* or *hardly* [BAS, p. 506]. Here are some examples.

"Dud is the long-time head of the Sports.ru website and **hardly the** *best interviewer in the country (at least in his sporting field), he knows how to ask the most pointed questions without rudeness and does not shy away from energetic expressions"* [Newspaper "Kommersant", NO. 40 of 19.11.2021]; "At *the same time, the Serbian airline Air Serbia remained* **almost the** *only airline in Europe flying to Moscow and St. Petersburg.*" [Newspaper "Kommersant", No. 56 of 01.04.2022]. In these examples, one of the ways of manifestation of the author's personality is represented by the modal particle *hardly*. In the first context, the meaning of epistemic modality is embedded in the structure of the expression of the category of evaluation; the object of evaluation is the blogger Dud[15] , and the author gives him a positive assessment that he is the best interviewer in the country. At the same time, the highlighted particle brings an affirmative connotation to the statement. It should be noted that in this fragment of the article lexical units of different style are used, along with the book word *hardly,* such expressions of

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[15] Yury Alexandrovich Dud is a Russian journalist, video blogger, TV and radio presenter. Editor-in-chief of Sports.ru (2011-2018); host of the author's YouTube channel called "vDud" (2017-present). Since 2022, included in the register of media "foreign agents"

colloquial style are used: at least, chief editor (abbreviation of the phrase "chief editor") and boorishness. In the second context, the particle *hardly* reflects the author's opinion that it is very likely that Serbian Airlines has become the only European company that flies to Russia.

Book-written speech is characterised by the use of complex syntactic constructions, and in our case, on the material of the newspaper media text, when expressing the modal meanings of reliability/unreliability, the most frequent way is the complex-explanatory sentence, in the main part of which various types of supporting words are used, and in the adjectival part various conjunctions or conjunctions-particles function (39 contexts with the use of this type of means were found among all the collected examples). Verbs, adverbs, passive participles and introductory words act as supporting words.

For example, *"Many experts had **no doubt that** Ukraine, for example, would be on the list: back in February, Russian Presidential Spokesman Dmitry Peskov called it an unfriendly state* [Newspaper "Kommersant", No. 81 of 15.05.2021]; "It *should be noted that two warnings of violation of the law "On Mass Media" allow Roskomnadzor (RKN) to revoke Novaya Gazeta's registration certificate through the court. It is **unclear whether the agency is planning to file such a lawsuit**; the RKN has not responded to Kommersant's request to do **so"**.* [Newspaper "Kommersant", No. 53 of 29.03.2022]; "***I'm sure that*** *many of them have a brilliant political future ahead of them.*" [Kommersant newspaper, #92 of 01.06.2021]; "- Will *Russia and the United States, according to your forecasts,* ***succeed in*** *reaching new agreements on arms control? - <...>* ***Can we*** *now count on reaching such agreements between the US and Russia? It seems to me that this is the wrong approach to the problem*" [Newspaper "Kommersant", No. 210 of 19.11.2021]. It can be noted that the compound explanatory sentence is used not only to convey the author's own opinion, but also to express the opinion of another person in indirect speech. As a supporting word of this type of complex sentence different classes of lexical units with the semantics of reliability/unreliability act, they represent the centre of the complex sentence, and it can be noted that the very structure of the sentence is a form of expression of epistemic modality, and the content of this type of modality is

expressed with the help of lexical units. So, in this case, lexical and syntactic means are interrelated, jointly functioning to express different relations of the speaker's person or another person to the reported thing.

The use of an insertion structure is also one of the features of a written text, as it contains additional information, a side remark and an author's commentary in order to accurately convey the author's thought. On the material of the Newspaper "Kommersant" we can see that introductory units with modal meanings are often used, among them the insertion construction is a special means of expressing epistemic modality, because its structure contains other ways of expressing this type of subjective modality and with its help it clearly shows the author's attitude to the message. Let us consider some examples.

"The *level of collective immunity in Russia, according to the government's operative staff, is now 49%, and with the current dynamics of vaccination **(which will certainly change with the adoption of the bills, but how, is still unknown),** by 1 February 2022, the figures of even 80% of those vaccinated are very problematic.*" [Newspaper "Kommersant", NO. 206 of 13.11.2021]; "*Sobchak is the first woman to visit Dudya, and this is another important topic: the size of Dudya's audience (and the extent of his alleged influence on that audience) is such that every word and action becomes politically significant. Few women on the show is a sign of latent sexism **(I think this accusation was voiced in the conversation with Sobchak)** <...>*" [Newspaper "Kommersant", No. 40 of 19.11.2021]. In the presented contexts, different author's opinions and clarifying information are embedded in the inserted constructions, and different means of conveying subjectivity are used for this purpose. In the first case, the introductory word *unconditional* clearly indicates the semantics of certainty to the statement that changes will be made in vaccination; and in the second context the inserted construction is used to convey the author's assessment of the current social situation, and the introductory construction *seems to be* used in it, conveying the author's assumption about the presented social phenomenon.

The texts of the Newspaper "Kommersant", one of the official sources of information, have peculiarities of book-written speech: when expressing epistemic

modality, the modal particles *ostensibly* and *hardly not,* which are characteristic of book style and represent obsolete lexical units, are actively used; a special group consists of compound expository sentences with various types of supporting words and with various types of conjunctions; insertion constructions are also used, in the structure of which certain means of expression function.

In the materials of the Newspaper "Kommersant" we have revealed other functional peculiarities of the use of linguistic means of expressing the category of epistemic modality, as well as other types of the category of subjective modality.

When conveying the author's subjective attitude, the newspaper type of media discourse actively uses many words or expressions of colloquial style to ensure the expressiveness of the text and achieve maximum communicative effect. For example, "*In addition, according to Kommersant's interlocutor, Moscow is **likely to** insist on a change in the US position in the context of military-technical cooperation with Kiev and Ukraine's fulfilment of the Minsk Agreements*" [Newspaper "Kommersant", No. 232 of 21.12.2021]; "*For a younger **audience**, there is nothing particularly new in this "new sincerity": hip-hop, stand-up, video blogs, the whole new culture that is self-developing online is based on such **patsan dash without brakes***" [Newspaper "Kommersant", NO. 40 of 19.11.2021]; "*Nearby pensioners surrounded a man in a biker leather jacket: "Where is Zyuganov, why isn't he here? Why has he been sitting for 30 years **like a dog in the hay**?" "We are doing a common cause!" - Sergey Kurgansky, first secretary of the CPRF "Sovetskoye" IGO, justified himself to the old people <...> The defence considers the case political and the verdict illegal. However, it can be perceived as an acquittal "given that in Russia there are virtually no acquittals without a jury," Alexander Obozov, the historian's lawyer, told Kommersant.*"" [Newspaper "Kommersant", No. 84 of 20.05.2021]. In the first context, the author's opinion is vividly expressed with the help of the introductory combination *most likely,* which belongs to the colloquial style and expresses the probability of something [Kuznetsova, p. 1199]. In this case, with the help of the selected introductory word, the author expressively indicates the high probability of the presented political situation; in the second case, some expressive colloquial

expressions are used: *patsan's dash*, *without brakes* and *public, which are* vivid expressors of the author's assessment of the *new culture*; and in the third context, the phraseological expression of *someone as a dog in the hay is used,* which has a colloquial character (someone does not use something himself and does not let others use it) [Phraseological Dictionary of Contemporary Literature].

The next peculiarity is the special use of linguistic means of expressing subjective modality as metaphors. However, it should be noted that linguistic metaphors are mainly used to convey the author's evaluation, among the collected materials there are no cases of using the means of expressing epistemic modality as linguistic metaphors.

Let us consider some examples: *"At a press conference, Sergei Lavrov told: he, together with Minister Shoigu, told the French side that the allegations that the Russian authorities were allegedly encouraging Mali's contacts with a private military company were* **groundless**" [Newspaper "Kommersant", No.56 09.12.2021]; "Moreover, Biden could have made it clear to Putin: he understands that Russia has important strategic interests in Eastern Europe [Newspaper "Kommersant", No 206 of 13.11.2021]; "*Moreover, Biden could have made Putin understand that he realises that Russia has important strategic interests in Eastern Europe. Eastern Europe is Russia's* **backyard.**" [Kommersant newspaper, #201 of 03.11.2021]; "*Those who were expecting "climate" successes from the G20 are disappointed - having enthusiastically reaffirmed the universal intention to fight global warming, world leaders immediately demonstrated how the new* **climate symbol of** *faith can be used to solve more pressing problems.*" [Newspaper "Kommersant", No. 199/P of 01.11.2021]. In these contexts, linguistic metaphors function to express the author's evaluative attitude to certain situations presented. In the first case, the word *groundlessness is* used to reflect the speaker's attitude to this political situation in indirect speech (these claims of France are not argued, have no basis); in the second case, the linguistic metaphor is expressed by the word combination *backyard,* which explicitly demonstrates the author's assessment that Eastern Europe is a strategic territory for Russia; as for the third context, there is the metaphor *climatic symbol of faith, which* reflects the author's negative attitude to the situation.

Thus, since the Kommersant newspaper is the most official and widespread channel of information transmission in modern Russian society, in forming this type of media discourse the means of expressing epistemic modality have such features of book-written speech as the use of bookish vocabulary, complex syntactic construction and insertion, and the presence of a complete sentence structure. On the other hand, we note the following features that are not characteristic of the book form of speech (but expected in a journalistic text): the use of expressive colloquial vocabulary or expressions, the use of means of expressing the category of evaluation as linguistic metaphors to expressively show the author's attitude to this or that situation to the addressee.

2.4.2. Peculiarities of the use of means of expressing epistemic modality in podcast "Rosenthal and Guildenstern" and video blog "And to talk?"

The podcast "Rosenthal and Guildenstern" and the video blog "And to Talk?" are relatively new media genres that emerged due to global changes in information technology and represent popular sources of analytical information in modern Russian society. It can be noted that these channels are presented in a conversational-verbal form of speech, all communication takes place in the form of dialogue or polylogue, during which certain issues are discussed; they have characteristics of the informational-analytical type of modern media discourse, since the main function carried out in the contexts of these sources is informing, but the commentary part seems to be necessary; they have features of the popular scientific style of speech, since the topics discussed on these new media platforms are related to various topics, such as the following

For the analysis carried out in our work, 7 issues of podcast were involved, 281 cases of using means of expressing the category of subjective modality were analysed, among them 175 cases of using means of expressing epistemic modality ; and from the video blog 6 issues of were involved in the analysis, 270 cases of using means of expressing the category of subjective modality were found, among them 148 cases of using means of expressing epistemic modality ; and from the video blog 6 issues were involved in the analysis, 270 cases of using means of expressing the category of subjective

modality were found, among them 148 cases of using means of expressing epistemic modality.

These genres of media discourse are characterised by a large set of common linguistic means when expressing epistemic modality, and the frequency of their use is as follows (Fig. 7, Fig. 8).
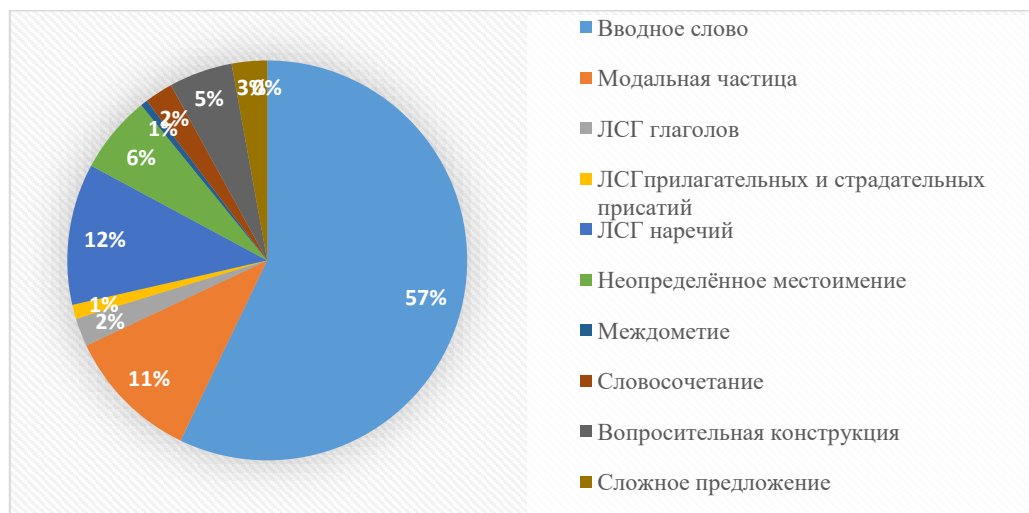

Figure 7. Frequency of use of different-level means of expressing epistemic modality in the podcast "Rosenthal and Guildenstern".
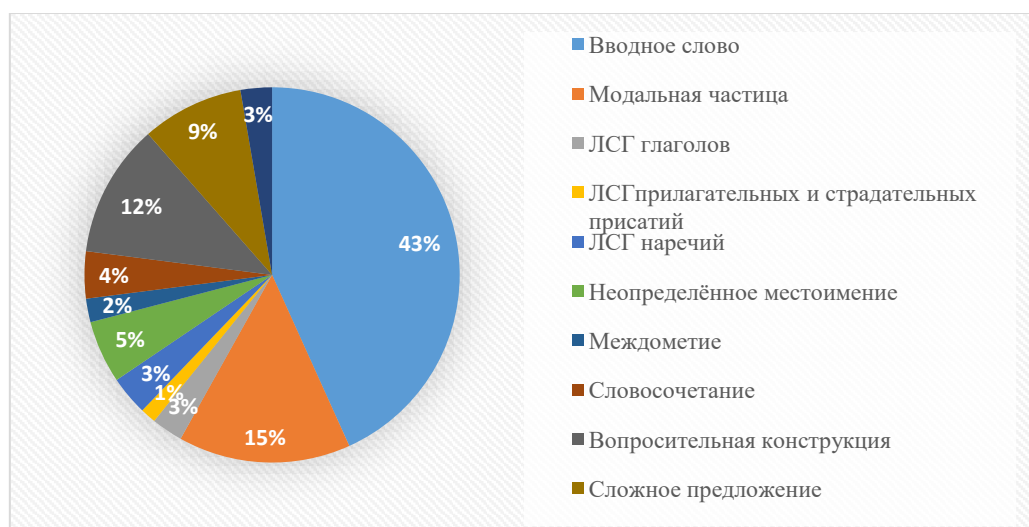

Fig. 8. Frequency of use of different-level means of expressing epistemic modality in the video blog "Shall we talk?".

It can be noted that when expressing the category of epistemic modality both in the newspaper "Kommersant" and in these forms of media communication, the most frequent means are groups of introductory words and modal particles. However, in order to form the types presented, special means of expressing subjective modality, including epistemic modality, are used, which are characteristic of the types of media communication under study.

The most characteristic feature of podcasts and video blogs, according to our observations, is the manifestation of expressiveness of the communicator. The analysis of the material shows that different categories of linguistic means of expressing the semantics of reliability/unreliability and other types of subjective modality act as ways of conveying expressiveness.

Within the framework of our material we observed a lot of lexical units of colloquial style, which simultaneously reflect various subjective-modal meanings, in particular the semantics of epistemic modality, and are carriers of emotional colouring, they represent minor components of the utterance and enhance the expression of communicants' emotions. In the analysed contexts, the following colloquial words, in particular obscene words, have been noticed, conveying both subjective-modal meanings and the emotional side of the utterance: *like, unlikely, unlikely, unlikely, seems, for sure, unless, at least, would, still, as if, great, class, cool, classy, finally, cool, so-so, awesome, monstrous, unspeakable, groovy, super, okay, che, fail, slash, squirm, dumb, buzz, grandfather, bullshit, awesome, dick* , etc. п.

Let's look at some examples.

*"- Is there any research that people have actually started to communicate less offline? - I really love, I love the band "Nautilus", and I don't like "Vyacheslav Butusov" at **all,** and he came out with the song "Children sit on the Internet", yes it is so monstrous, and I don't even know from which side to approach it. I mean, you have a man, he somehow wrote the song "Alchi", a man sang the song "Wings", and then "Children are sitting on the Internet", **what is** going on? **Grandad, what are** you talking about? Well, the video is called "Two and a half minutes", the **grandad's ranting** about everyone being on the internet."* [Video blog "And to talk?", issue 19.12.2019]; " - ***Finally** we have a guest Plague Party - schmotkess, fashion historian, showrunner, author of a channel in Telegram, Instagram[16] and YouTube, and even... - In Ticktock. - Everywhere! Yes, you've **probably** seen the Louis Wagon channel, somewhere people are being asked what they're*

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[16] Instagram is a project of Meta Platforms Inc. whose activities are banned in Russia.

wearing, how much it costs, here's maybe someone on Natasha Gridina's tip, from the podcast of what to watch, watching the show "The Bachelor"""" [Podcast "Rosenthal and Guildenstern", Issue 20.04.2021]. In the presented contexts, the expression of the category of subjective modality, in particular epistemic modality, is the most important component of an utterance, expressed by means of various linguistic means, among which colloquial vocabulary is a vivid indicator of the speaker's expressiveness. In the first case, in the speech of the guest (journalist A. Konyaev) in order to clearly convey the author's disparaging assessment of the singer, a number of colloquial words are used: *che* - slang form of the word "what", *grandfather* - old man, old man [BAS, p. 604] , buzz - continuous, whining, breaking [BAS, p. 458], *as if* - expression of approximate likeness, similarity [Ozhegov's Explanatory Dictionary, p. 260]. In the second context emotional colourings are also used: the colloquial word *finally* shows that the issue with the guest Chuma Party is long-awaited; the modal particle for *sure* reflects the author's statement that the channel Chuma Party is popular, everyone watches it.

In addition to colloquial vocabulary, expressiveness is also verbalised through various intensifying means accompanying the expression of epistemic modality and other subjective-modal meanings in certain contexts. The following intensifying words were found in our material: *well, well (w), here, after all, God, very, generally, quite, quite, quite, quite, absolutely, quite, amazingly, simply, so, madly, much, absolutely, exactly, quite, really, relatively, deeply, so, so much, all the same , etc.*

Here are some examples: "*I will say not an obvious thing, but I am **deeply** convinced that even Stalin's time was not accidental, and the blame for this terrible time lies not only on Stalin, it lies on those who were ready to accept him, who waited for him, and it was quite a large number of people, but there is no need for a big one, society can be charged by a small group*" [Video blog "And to talk about?", issue 31.10.2021] *; "- Ah, Sasha, you have already been deceived, because I am the one sitting under the Christmas tree, he is not sitting under the Christmas tree. And under what tree, Sasha, are you sitting? - I'm sitting under a fir tree, but I think we call any Christmas tree by the word "tree", because everything with needles is a tree for us. - **Indeed**, yes, a pine tree, a fir tree, I*

*don't know which one is a larch, indeed, a Christmas tree is any Christmas tree. And 'fir' is **exactly** with that accent, not fir, Studiner's Dictionary tells us.*" [Podcast Podcast "Rosenthal and Guildenstern", issue 04.01.2021]. In the given examples, one of the ways of expressiveness manifestation is an intensifying word used when expressing epistemic modality and other types of subjective modality. The first case presents a part of the writer E. G. Vodolazkin's story about the Middle Ages; here the author expresses the semantics of conviction to influence other interlocutors by using the short form of the adjective *convinced*. Moreover, the adverb *deeply* reinforces this modal meaning in order to express expressiveness and achieve the maximum influential effect. The following example presents a fragment of remote communication between the podcast hosts, they are talking about the screensaver-background in online rooms. In this fragment, when conveying the subjective attitude of the speaker, various emotional intensifying colourings are also used: *because, here, really and exactly*.

In podcasts and video blogs, a vivid indicator of expressiveness is also a group of phraseological units with certain connotative meanings, which express the author's own attitude to what is said. Within the framework of our work, 16 phraseological units were marked: *nightmare, vulnerable places, nowhere lower, after sleeves, go crazy, damn the leg, my God, to marvel, Chinese letters, to close the gestalt, to pop into memory, unclosed gestalt, to be in shock, to hate quietly, to survive by a miracle, on the nose, not in vain*.

"*- I honestly, in fact, I don't remember what exactly we were told about word formation at school, even if there was a topic, it was for sure, I remember the parsing of a word by composition <...> but word formation, well, so, somehow nothing **comes to mind, at the** same time in the Russian and Literature classroom, I sometimes took a word formation dictionary from the shelf, perhaps, even now I googled it, it could be Tikhonov's dictionary <...>. - Most likely, yes. - But for me it was just a **Chinese literacy**, I did not understand at all how this dictionary was organised, how to use it.*" [Podcast "Rosenthal and Guildenstern", issue 06.10.2020]; " - <...> *Let's say, the bugs of the floating beetles, they have come up with a wonderful idea. The male, after mating, simply seals the female with such a special sealing wax, white such makes, once, on the dinghy, plugs and the*

sexual opening, that is, it hardens like sealing wax, and that's it, the female is sealed. - **What a nightmare***! - Yes, they have a generally wonderful and complex relationship* <...>" [Video blog "And to talk?", issue 07.11.2019]. In the presented fragments, the communicators' statements contain different meanings of subjective modality, which are expressed in different ways, among them special means are phraseological units, which, on the one hand, clearly reflect the subjective attitudes of the speaker, on the other hand, bring expressiveness to the statement. In the first case, the communicants discuss the topics of word parsing and word-formation vocabulary in the school curriculum, and the phraseological units used *do not come to mind and Chinese literacy* emotionally demonstrate the author's assessment of word formation and word-formation vocabulary: they are difficult and incomprehensible for the speaker. In the second example, the phrase "what a nightmare" is used to show, firstly, the speaker's surprise that there is such an action in insects in nature, and secondly, his negative attitude to the situation described.

Our observations show that when conveying subjective modality, there are also some cases of using barbarisms as a way of expressing expressiveness. The term *barbarism* is understood as "a foreign-language word or expression not fully mastered by the borrowing language, most often due to difficulties of grammatical mastering" [SLT, p. 52] [SLT, p. 52]. It should be noted that among the collected barbarisms there are also some units that are not used to demonstrate subjective modality, for example, *quiz* (from English "quiz", denotes competition) and *spoiler* (from English "to spoil", denotes "to say in advance what will happen next").

For example, "*Here, I guess, since you're talking about discoveries, I'd like to recall a recent story. Do you remember the headlines that linguists, Tyumen linguists have discovered a new union "in sense" in the Russian language. Do you remember the headlines? It was last year, such a* **hype.**" [Podcast "Rosenthal and Guildenstern", issue 08.09.2020]; "*What do the results of the Total Dictation give you, linguists, well, it is clear what they give to writers, it is, firstly, some kind of test of their own literacy, or increase or decrease in self-esteem, well, and just* **fun,** *because it's fun to come and write. What's it for you*?" [Podcast "Rosenthal and Guildenstern", issue 13.10.2020]. In these contexts,

subjective-modal meanings are expressed by linguistic means, and the use of barbarisms is necessary to convey the speaker's own assessment of the situations presented. In the first context we use the foreign word *hype*, which comes from the English word *hype* and denotes noise in the media and social networks about any topic, to express a negative assessment of the opening of a new union in the Russian language. And in the following context, the word " fan " comes from the English word *fun* and has the meaning of "amusement" or "enjoyment" [Dictionary of Modern Vocabulary, Jargon and Slang, http://rus-yaz.niv.ru/doc/jargon-dictionary/fc/slovar-212.htm#zag-5476], it is also used to express an evaluation of the speaker.

On the material of podcast and videoblog it is obvious that another way of expressiveness manifestation is the rhetorical question that raises the semantics of doubt to the highest degree. According to statistics, the rhetorical question is a frequent way of expressing epistemic modality for these sources, in the podcast 5%, and in the video blog 12%.

Here are some examples: *"- Well, you understand that all emoticons appear precisely because often in these messages the emotion is incomprehensible, incomprehensible. - Smileys appear because a person really in written speech is poorly conveyed emotion, that's one, and secondly, well, this is, here is a man solved this problem,* ***why are smileys bad?*** *On the contrary, look what a diverse language we have become* <...> " [Video blog "And to talk?", issue 19.12.2019]; "Do ***you really think you have some small active stock?*** A *few minutes ago you said the word "alienation", which I would not have thought to use at all.*" [Podcast "Rosenthal and Guildenstern", issue 10.03.2021]. It can be noted that in this case the rhetorical question as a way of expressing epistemic modality also brings expressiveness to the utterance, because, firstly, in contexts strong doubt is expressed, and secondly, in oral communication it is accompanied by a special raised intonation construction. In the first example, the rhetorical question with the modal particle *that whether has an* emotional colouring, the speaker expresses doubt that the appearance of emoticons in written speech is bad. In the second example, the rhetorical question with the particle than *does* fulfils a similar

function.

Thus, on the material of the podcast "Rosenthal and Guildenstern" and the video blog "And to talk?" we traced how expressiveness (one of the main features of communicators' speech) is manifested in various ways. The following discharges of means of expression of the studied category are distinguished, which represent emotional colouring: colloquial lexical unit, obscene lexis, emotion-amplifying means, phraseological unit, barbarism and rhetorical question construction.

Podcast and videoblog are hybrid genres of modern media communication, their structure also includes those elements that are characteristic of the book-written form of speech. As for the means of expressing epistemic modality, a group of complex syntactic constructions, which are characteristic of the creation of a written text, also function to form these types of media discourse.

Comparing the means in the podcast and video blog with the used complex subordinate explanatory constructions in the newspaper "Kommensant", it can be noted that in the podcast and video blog the subject of this type of complex sentence is often *I* and *me* in order to explicitly express the author's own attitude to what is expressed, while in the newspaper this type of sentence is often used in indirect speech to convey the opinion of another person or group of people. In the newspaper text, this type of complex sentence is mainly used in the following way: "*Many experts had no doubt that the list would include, for example, Ukraine <...>* " [Newspaper "Kommersant", No. 81 of 15.05.2021], "*<...> Kommersant's interlocutor claims that the speaker of the State Duma Vyacheslav Volodin could have interceded for her*". [Newspaper "Kommersant", No. 81/P of 17.05.2021]; and in podcasts and videoblogs, when using a compound expletive sentence, there is a person present: *"I will say something that is not obvious, but **I am deeply convinced that** even Stalin's time was not accidental <...>*" [Videoblog "And to Talk About"]. [Video blog "And to Talk?", issue 31.10.2020], "*<...> I don't really have a very rich speech <...> it **seems to me that** I don't have a lot of words, and sometimes it bothers me <...>*" [Podcast Podcast "Rosenthal and Guildenstern", issue 01.03.2021].

As shown above, expressiveness is an important component of the speech of

communicators within the framework of modern media, but according to our observation, the structure of certain statements also includes a number of lexical units characteristic of the book form of speech and expressing epistemic modality or other types of subjective modality, within the framework of this paper the following words are noted: *allegedly, sophisticated, nasty, reasonable, eternal, snobbery, persecution, greatness, power, shock, awe, admonition* .

For example, "- *You just called the French revolution, our revolution, they lead to nothing, well, that is, changed in general, changed everything. What do you mean, "It leads to nothing"? - No, it leads, it leads to nothing good, I would say so, because the things that the revolution is* **supposed** *to solve, they are solved in the working order much easier and simpler, most importantly, without terrible sacrifices <...>*." [Video blog "And to talk?", issue 31.10.2020]; *"<...> In general, let's talk about Russian language test papers, which caused many people to* **tremble** *at school, namely school in our fourth season, which you right now, and listen <...>*" [Podcast "Rosenthal and Guildenstern", issue 13.10.2021].

So, we can conclude that podcast "Rosenthal and Guildenstern", video blog "And to Talk?" and newspaper "Kommersant" represent different hybrid genres of modern media discourse, as the texts of these sources show the intersection of two main forms of speech - spoken and written. The means of expressing epistemic modality, as well as the means of expressing subjective modality in general, acquire peculiarities in different sources. On the material of a newspaper, these means are indicators of the author's personality in a non-speech text, reflecting the subjective attitude of communicators to the subject under discussion and to each other in order to influence the audience, and among them some means sometimes act as emotional colouring, typical for spoken language. As for the newest types of media discourse, the vivid manifestation of expressiveness is a feature that differs from the newspaper text, as it is the most frequent component of an utterance, and to convey the expressive side of an utterance in the speech of communicators, different classes of selected means are used; in podcasts and video blogs, the structure of expressing communicators' own opinions is partially presented in

book form, with a number of words and complex syntactic sentences used that belong to book speech.

2.5. The main and auxiliary function of epistemic modality expression in modern Russian media discourse

As mentioned above, in modern society, media communication as the main source of information increases its influence on human life and acquires new features. In the formation of media discourse, a large set of different-level verbalised means of expressing epistemic modality is actively used, as these means represent a modus component of an utterance, with the help of which the author's own attitude to the surrounding reality with the assessment of reliability/unreliability is reflected.

Mediadiscourse is one of the types of communication, and the communicative purpose is the most important extra-linguistic parameter for the consideration of certain functions performed by the means of expressing modality of credibility in various contexts. It should be emphasised that the above-mentioned linguistic means of expressing modality mainly function to convey various subjective-modal meanings, which are located on the modal scale of credibility/invalidity, in terms of expressing the communicator's own opinion.

Consider an example: "An *increase in the number of sick people by several hundred people does not mean anything concrete, but any wave starts with a slow increase <...> It turns out that there are 11 million people who can be considered protected from the virus in the near future. The remaining 134 million, **apparently, have** not yet encountered the infection and, in the absence of active vaccination, will **undoubtedly become** ill*" [Podcast "Rosenthal and Guildenstern". No. 77/V, 11.05.2021]. In this example, the introductory words *apparently* and *certainly are used*; with their help, on the one hand, the speaker makes an assumption that such a large number of people have not encountered coronovirus infection and are not protected by vaccination; and assures that these people will still get over the disease.

Depending on the communicative purpose realised in various contexts in the

formation of modern media discourse, the highlighted means of expressing epistemic modality also perform the following secondary functions:

1) **Evaluative function.**

The category of evaluation as one of the varieties of subjective modality is closely related to the category of epistemic modality, in modern media communication when expressing evaluation is often accompanied by the manifestation of epistemic modality, the two interacting categories jointly function to form and convey the author's attitude to the reported.

For example, "*I am, of* **course,** *quite* **against this myth** *that the Middle Ages are the most violent, she, it is suffering, yes, but the wars were bloody, but in fact never <...>*" [Video blog "And to talk?", issue 31.10.2021]. This example is a fragment of a conversation between a medievist and the host of the video blog. The Medievist's speech expresses the author's vivid assessment of the Middle Ages, that this time does not seem to be the most cruel, but it is manifested in the structure of expressing the semantics of assertion by means of the introductory word "of course", i. e. assessment in the form of assertion.

2) **Emotive function.**

The category of epistemic modality is also inextricably linked to the category of emotionality, which reflects the emotional state of the speaker, as emotion is an important element of the speaker's speech, and accompanies the process of expressing modality.

Let's look at some examples: "*Anastasia, it's better not to take risks, it's better not to, because all these words, author, editor, bloggerka, which are now being talked about and argued about, these words are not yet officially recognised as words of the Russian literary language, normative words, they are not yet in dictionaries, and therefore there will be nothing to refer to, and it is* **very likely that** *if you write like that, it will be counted as a mistake, so for now you should still write "author", "editor", etc.*" [Podcast "Rosenthal and Guildenstern", issue 20.10.2020]. In this context, the podcast host responds to the listeners' letter and expresses the strongest doubts about the spelling of some feminitives, while the expression of unreliability has an expressive component that

strengthens the author's expression of attitude to the presented situation.

3) Impact Function.

In modern media communication, the main communicative goal is to control the audience and create a common opinion in it, while the expression of epistemic modality also represents one of the means of realising these or those communicative goals.

To give an example: "*In the EU, the influx of refugees from Ukraine, who have been granted the right to employment for at least a year, is **likely to mitigate the surge in demand for** labour and put the brakes on wage growth* [Newspaper "Kommersant", No. 57/P of 04.04.2022]. This example presents the author's doubt that this inflow will help to mitigate the surge in demand for labour and stop the growth of wages. It can be noted that the addressee's statement has the purpose, on the one hand, to communicate relevant information, on the other hand, to influence the addressee to form a certain general opinion.

4) Contacto-supportive function.

Some means of expressing the studied type of modality also serve to maintain contact between communicants: *" - You are probably more interested in phonetics? - Yes, of **course***! *Because somehow from the very beginning, maybe because since childhood I wanted to get on the radio, well I was interested in the sounding speech, and I always paid attention to the way people speak...*" Podcast "Rosenthal and Guildenstern", issue 01.03.2021]. It can be noted that the language means used not only functions to express the author's attitude to the surrounding reality, but also appears to be an important component of communication, which maintain contact with other communicators. In this example in Russian, the word of *course* reflects the author's statement about interests in linguistics, and acts as an answer to the question of another interlocutor.

5) The function of demonstrating the source of an utterance.

In the framework of our work, this secondary function is found only on the material of modern Russian media discourse, and the introductory units "it seems to me..." and "in my opinion" are used. For example, "*Can we now count on reaching such agreements between the United States and Russia? It seems to me that this is the wrong approach to*

the problem." [Newspaper "Kommersant", NO. 201 of 03.11.2021]. *"- Let's remember Ferdinand de Saussure, whom I used to confuse with Baudouin de Courtenay and Pierre de Coubertin. - But **I think** somewhere around the third season you stopped confusing them, you started distinguishing them.*" [Podcast "Rosenthal and Guildenstern", issue 01.03.2021]. In the presented contexts, the used introductory words mainly act as an expressor of the author's own assumption, but they also indicate the source of the statement, that these opinions belong to the speaker himself.

Thus, we can conclude that media discourse is a special type of communication and is a necessary part of human life. In the formation of different types of media discourse, the means of expressing epistemic modality act as modus components of an utterance, and convey the author's attitude to the reported information according to the plan of reliability/unreliability. When expressing epistemic modality, many different-level linguistic means are used, the main function of which is the interpretation of the author's opinion on the modal scale of reliability/unreliability. Depending on the communicative purpose and the context of communication, the selected means also fulfil the following auxiliary functions accompanying the manifestation of epistemic modality: evaluative function; emotive function; influencing function; contact-supporting function; function of demonstrating the source of the statement.

2.6. Means of expressing epistemic modality as a way of realising communicative strategy in modern media discourse

Due to the global changes in the sphere of modern information technologies, new ways and channels of information transmission appear, with the help of which the newest media space is created, where virtual communication takes place. It can be noted that media communication all over the world continues to increase its influence on society, in this regard, we believe that modern man is part of media communication: on the one hand, he is the organiser of communication, who initiates contact, processes and distributes media texts, which are the result of communication, on the other hand, he also acts as the addressee of communication, who perceives information and is the object of influence.

Media communication, as any type of communication, is purposeful, in its deployment various global or local intents of communicators are realised, so that speech activity in this sphere implies the implementation of communicative strategies. In the process of this type of communication there is not only the introduction and analysis of this or that content and the result of its discussion, but also the very process of influence and interaction between communicants, because the media text is aimed at achieving certain communicative goals. On this basis, within the framework of this work, the active use of various different levels of linguistic means of expressing epistemic modality in order to achieve maximum communicative effect is revealed in different types of media discourse.

Thus, given the globality of the communicative purpose carried out in modern media discourse, we believe that there are general and private communicative strategies. The main function of media communication is informing and influencing, respectively, we can distinguish two general types of strategy: the strategy of informing and the strategy of influencing. Having considered the meanings conveyed through epistemic modality, in this paper we distinguish such private strategies: strategies of assumption and assertion, strategies of discreditation and persuasion [Liu Haotong 2023: 81-88].

The strategy of informing can be called a strategy that is carried out to achieve the communicative goal of conveying information to the addressee. In the material of modern bilingual media discourse, this strategy seems to be dominant, since the studied types of media discourse can be referred to the informational and analytical genre, and the information part is the main component. In this case, the category of epistemic modality acts as one of the ways of realising the communicative purpose of information, which contributes to the transmission of certain information with a certain degree of credibility/inaccuracy, on this basis, we can distinguish such private strategies as the strategies of assumption and assertion.

For example, "*According to cybersecurity specialist Cybereason, DarkSide requires buyers to agree to a contract of sorts: not to use the viruses they receive against hospitals, hospices, schools, morgues, crematoriums, funeral homes, universities, non-*

*profit organisations, government agencies, and companies that produce and distribute COVID-19 vaccines. Companies in the former Soviet Union are also **allegedly** protected.*" [Newspaper "Kommersant", No. 77/V of 11.05.2021]. In this case, the modal particle *ostensibly,* which is characteristic of bookish speech, is a vivid indicator of epistemic modality, with the help of which the author's uncertainty about the accuracy of the input information is manifested. In this case, a private communicative strategy of assumption is realised, the information is conveyed with a certain degree of unreliability.

The expression of epistemic modality also contributes to the realisation of the private communicative strategy of assertion. For example, "*Thus, Alexander Veller, who was elected in the Murmansk constituency, is now running for the Yenisei constituency (Krasnoyarsk Territory). According to Kommersant's source, the deputy came into conflict with Governor Andrei Chibis, but the party and the presidential administration decided that he was "rather needed" in the new Duma, and picked another territory for him. Because of this, Krasnoyarsk deputy Raisa Karmazina also had to look for another seat, and she is on the list in Stavropol Krai. A Kommersant interlocutor **claims** that Duma Speaker Vyacheslav Volodin may have interceded for her.*" [Newspaper "Kommersant", No. 81/P of 17.05.2021]. In this example, the author informs the audience that the speaker of the State Duma Vyacheslav Volodin will be a Krasnoyarsk deputy, and the assertion strategy is implemented using a compound sentence with the supporting word *assert,* which brings maximum credibility to the statement.

The influence orientation is characteristic of the studied types of media discourse in both modern Russian and modern Chinese. The strategy of influence also plays an important role in the organisation of media communication. Implementing this strategy, the communicator expresses his own personal attitude to the statement and gives an assessment of the statement in order to form a common definite opinion in this communication. The analysis of the material shows that the category of epistemic modality functions for the implementation of private strategies of discrediting and persuasion.

The strategy of discrediting is carried out with the help of expressions of doubt

semantics, as these linguistic means bear a strong negative connotation, with the help of which the communicator can discredit any statement, we can call such a situation as "denial in the form of doubt".

For example, "*But it's a mushtra (dictation), yes, it's a mushtra, it's not a very interesting exercise, plus for many people it's associated with the prospect of not getting a very good grade, so it can hardly arouse any enthusiasm*" [Podcast "Rosenthal and Guildenstern", issue 13.10.2020]. In the speech of one interlocutor, the expression of the semantics of doubt is a means of realising the strategy discredit, since the particle *unlikely* used carries a strong negative connotation, and expresses the speaker's negative attitude to the dictation, moreover the expressed action, in the speaker's opinion, cannot be realised.

The strategy of persuasion is the main component of the overall strategy of influence, because with the help of epistemic modality the strategic goal of persuading other communicators is also achieved.

For example, "***But are you sure that everyone is Lomonosov? Well, did everyone have to drop everything and go to university a hundred years ago?***" [Video blog "And to talk? Gadgets Make Us Stupider, More Unhappy and Destroy Our Children?"]. In this example, the question construction is used twice to express the therapist's opinion. The rhetorical question clearly expresses the author's belief that not everyone needs higher education and not everyone can become a scientist.

Thus, media discourse as a special type of discourse plays an important role in modern society, as it is a hyper-communication that covers a wide audience and is the main channel of information transmission. In the formation of modern media discourse, certain verbalised means of expressing epistemic modality are often used; with their help, on the one hand, the speaker's own attitude to his environment is expressed, on the other hand, both general and private communicative strategies aimed at achieving global or local intentions of communicators are implemented. In the framework of this paper, on the basis of global communicative goals, the following general communicative strategies are distinguished: strategies of informing and influencing; as for local goals, we can

distinguish strategies of assumption and assertion, and strategies of discrediting and persuasion.

2.7. Means of expressing epistemic modality in contemporary Chinese media discourse

In modern Chinese media discourse, the expression of epistemic modality is also the main way of conveying the author's own opinion about the surrounding reality. Media communication in modern Chinese also uses different-level linguistic units, the division of which by parts of speech seems to be an unresolved issue in modern sinology. The analysis shows that apart from general linguistic means, the author's own means of expression of the studied category are also actively used to organise different forms of media discourse, with the help of which individual-authorial connotations are revealed in certain contexts. According to our observation, the linguistic means of expressing this type of subjective modality that we have identified are also components of the functional-semantic field of epistemic modality, the structure of which is represented in the nuclear-peripheral scheme. As in Russian, the dominant means are various lexical units, while syntactic means are located on the periphery [Liu Haotong 2023: 1-6]. The frequency of use of the selected means is distributed as follows (Fig. 9, Fig. 10).

Figure 9. Frequency of lexical usage on the material of the newspaper 《环球时报 'Global Times'》.

Fig. 10: Frequency of lexical means use on the material of the video programme 《圆桌派 'Round table Meeting'》.

The choice of material source for analysing this media discourse is due to the following considerations. Газета《环球时报 'Global Times'》 (*Huánqiú shíbào*) and Video Programme 《圆桌派 'Round table Meeting'》 (*Yuánzhuō pài*).

Based on the analysis of the material, the following groups of lexical means of expressing the studied category can be distinguished:

1.   Modal word.

It should be noted that the classification of parts of speech of the Chinese language differs from the modern Russian language, while the proposed translations into Russian correspond exactly to the meaning of the highlighted lexical units. Under the name *modal word* (a possible translation of this term is 情态词 (*qíngtài cí*) we understand a group of words belonging to different service parts of speech and expressing certain modal meanings in a certain context. On the material of modern Chinese media discourse we assume the following subgroups of modal words:

1)   情态副词'modal adverb' (*qíngtài fùcí*): 的确 'indeed' (*díquè*), 也许/或许/或是 'perhaps' (*yěxǔ/huòxǔ/huòshì*), 大概/大概率 'probably' (*dàgài/dà gàilǜ*)，仿佛 'as if' (*fǎngfú*), 好像 'it seems' (*hǎoxiàng*)，似乎 'apparently' (*sìhū*), 仿佛 'as if' (*fǎngfú),* 一定 'definitely' (*yīdìng),* 当然 'certainly' (*dāngrán),* 恐怕 'perhaps' (*kǒngpà*)，未必 'unlikely' (*wèibì),* 真的 'indeed' (*zhēnde),* 绝对 'absolutely' (*juéduì),* 莫非 'really' (*mòfēi*), 难道 'isn't' (*nándào),* 无疑 'undoubtedly' (*wúyí),* 肯定 'certainly' (*kěndìng),* 显然 'obviously' (*xiǎnrán*);

2)   插入语 'introductory word' (*chārù yǔ*): 其实/实际上 'indeed' (*qíshí/shíjìshang),* 真的 'it is true' (*zhēnde),* 听说 'as they say' (*tīngshuō);*

3)   情态动词 'modal verb' (*qíngtài dòngcí*): 能 'to be able' (*néng*), 可能 'may be''' (*kě néng*).

As mentioned above (paragraph 1.1.), in modern Chinese linguistics, the category of modality is still not fully defined, and there are few works devoted to a comprehensive description of different-level means of expressing modality. In the framework of our work, among the identified modal words, a special place is taken by the modal adverb - 情态

副词 (*qíngtài fùcí*) . According to Zhang Yunqiu (张云秋), Lin Xiuqin (林秀琴), 情态 副词 (*qíngtài fùcí)* represents an important element of the modality system of Chinese, but unlike the modal verb, which expresses precisely a limited group of modal meanings, this class of words also conveys other semantic meanings that are represented between the categories 语气 (*yǔqì*) and 情态 (*qíngtài*) and enable us to establish diverse types of communication [Zhang Yunqiu (张云秋), Lin Xiuqin (林秀琴) 2017: 128]. It should be emphasised that this subgroup also includes those words that act as an adjective or adverb depending on the word order and communicative situation: 无疑 'undoubtedly' (*wúyí*)，肯定 'certainly' (*kěndìng*)，真的 'true' (*zhēnde)*，显然 'obvious' (*xiǎnrán).*

Consider the example: "尽管日本国内对加入 "五眼联盟 "仍存在不同声音，但是随着日本加入美国发起的 PBP 倡议，也许不久的将来，"五眼 "可能就变成了 "六眼"。(*Jìnguǎn rìběn guónèi duì jiārù "Wǔ yǎn liánméng "réng cúnzài bùtóng shēngyīn，dànshì suízhe rìběn jiārù měiguó fāqǐ de PBP chàngyì，yěxǔ bùjiǔ de jiànglái，"Wǔ yǎn "kěnéng jiù biànchéng liǎo "Liù yǎn"*) '*Although in Japan there is stillthere are still different opinions about joining the Five Eyes Alliance, but as Japan joins the U.S.-initiated PBP initiative, **perhaps** in the near future, Five Eyes **may** become "Six Eyes""* [Newspaper 《环球时报》, 01.08.2022] . In this context, the author's assumption is conveyed by using the words 也许 'probably' (*yěxǔ*) and 可能 'maybe' (*kěnéng*). It can be noted that the words used in the system of Chinese morphology belong to the group of adverbs, moreover, they bring the semantics of possibility into the statement, and the author's opinion is clearly expressed.

2. Lexical-semantic group of verbs with the semantics of credibility/invalidity.

In both Russian and Chinese, verbs are vivid indicators of the category under study. The following units can be attributed to this LSG: 相信 'to believe' (*xiāngxìn*)，坚信 'to firmly believe' (*jiānxìn*), 肯定 'to assert' (*kěndìng*)，觉得'to think or assume' (*juéde*)，估计 'to assume' (*gūjì*), 怕/害怕/恐/恐怕 'to fear, be afraid' (*pà/hàipà/kǒng/ kǒngpà*)，

怀疑 'to doubt' (*huáiyí*). It should be noted that the lexemes 肯定 'to assert' (*kěndìng*) and 恐怕 'to be afraid, to fear' (*kǒngpà*), depending on the context of use and word order in the sentence, can belong to both the group of verbs and the group of modal adverbs, but in different cases of use with the help of these lexical units express reliability/unreliability to the reported.

Let's look at some examples, "中国乒乓球，这个整个团体来说，我相信这是不能接受的，所以到第七局，我觉得他们精神上是有紧张了。(*Zhōngguó pīngpāngqiú，zhè gè zhěng gè tuántǐ lái shuō，wǒ xiāngxìn zhè shì bùnéng jiēshòu de，suǒyǐ dào dìqī jú，wǒ juédé tāmen jīngshén shàng shì yǒu jǐnzhāng liǎo*) '*I **believe**, that losing this medal is unacceptable for Chinese table tennis and the whole team, so in the seventh game, I **think** they were stressed by the stress*'" [Video programme 《圆桌派》, season 5, issue 1] . This example presents a statement by the host of the video programme, here his own opinion is vividly expressed using the verbs 相信 'to believe' (*xiāngxìn*) and 觉得 'to think or assume' (*juéde*). In the first case, the author states that China's table tennis team cannot accept losing, while in the second case, the speaker gives his assumption about the state of the athletes in the game.

"爱是一种非常难以描述的，一种情感，这个爱有很多种，比如说冲动，我肯定动物也有，但有一些爱恐怕只有人有。 (*ài shì yī zhǒng fēicháng nányǐ miáoshù de，yī zhǒng qínggǎn，zhè gè ài yǒu hěnduō zhǒng，bǐrúshuō chōngdòng，wǒ kěndìng dòngwù yě yǒu，dàn yǒu yīxiē ài kǒngpà zhǐyǒu rén yǒu)* '*Love is a very indescribable feeling. There are many kinds of love, for example, impulse, I argue that animals have it too, but there are other kinds of love, perhaps only humans have them*'" [Video programme 《圆桌派》, season 5, issue 12]. In the presented example, the verb - 肯定 'to assert' (*kěndìng*) is used to express credibility, which is polysemous and represents different parts of speech in different contexts. In another case, the word can be used as a modal adverb, reflecting the author's opinion with an assertive connotation; and in this context, the word is used as a verb by which the author asserts the existence of love in animals.

3.   Persistent expression.

Taking into account the differences in the concept of phraseological phraseology in modern Russian and Chinese phraseology, this paper uses the term "stable expression" to refer to native Chinese idioms and those or other stable word combinations. The following units can be referred to this group: 毫无疑问 'without any doubt' (*háowú yíwèn*), 毋庸置疑'no need to doubt - no doubt, there is no doubt about anything' (*wúyōng zhìyí*)，不可否认 'one cannot but admit, indisputably' (*bù kě fǒurèn*), 两说'to say in two - inaccurate, uncertain' (*liǎng shuō*)，没错 'no mistake - undoubtedly, definitely' (*méicuò*), 不好说 'not good to say - unclear, hard to say' (*bùhǎo shuō*), 没准 'no certainty - quite possibly' (*méizhǔn)*, 说不定 'to speak uncertainly - maybe' (*shuōbudìng*) .

For example, "- 在大部分的事情上我们都是那个大多数人，可是人活一辈子，不能钻研所有事情，所以我特别想学习，就看见谁好什么，我就特别想钻到，就是你们这个 "真好 "的东西是什么？- 其实有没有 "真好"，都两说。(- *Zài dàbùfēn de shìqíng shàng wǒmen dū shì nà gè dàduōshù rén，kěshì rén huó yī bèizi，bùnéng zuānyán suǒyǒu shìqíng，suǒyǐ wǒ tèbié xiǎng xuéxí，jiù kànjiàn shéi hǎo shíme，wǒ jiù tèbié xiǎng zuāndào，jiù shì nǐmen zhè gè "zhēn hǎo "de dōngxī shì shíme ? - Qíshí yǒuméiyǒu "zhēn hǎo"，doû liǎng shuō) '-. In many cases, we are from the majority of people, but people all their lives can't figure out everything, can't become a professional in all fields, so I really want to learn, I want to learn what is the 'real good' (perfection)? - Whether the real good (perfection) actually exists, that's a **grandmother's word**'"* [Video programme 《圆桌派》, season 5, issue 4] . This example represents part of a conversation about excellence in an activity. The speech of the second interlocutor uses the Beijing dialect expression 两说'to say nadvoe - inaccurate, uncertain' (*liǎng shuō*), which is an incomplete equivalent of the Russian phraseological expression - 'grandmother (yet) nadvoe said', but in the Chinese version there is no image of 'grandmother'. With its help, the utterance shows the speaker's strong doubt that there is perfection in any activity.

When expressing epistemic modality, as the material of Chinese media discourse

shows, various syntactic means are also used, but they represent a special group of means, because compared to the syntactic constructions of the Russian language, the system of Chinese sentences is presented in a different way, there are many differences between the two systems.

4.   Questioning construction.

It can be noted that in both languages a similar way of conveying the modality of doubt is the rhetorical question, in the centre of which there is a modal adverb (in Russian - a modal particle), which is a vivid indicator of modality. The following modal adverbs have been found in this research: 莫非 'really' (*mòfēi*), 难道 'whether' (*nándào*). For example, '那么，美国对中国施加的一系列不平等的苛刻条件是什么？这难道是施恩吗？ (*Nàme，měiguó duì zhōngguó shījiā de yī xìliè bù píngděng de kēkè tiáojiàn shì shíme？zhè nándào shì shīēn ma？*) '*Then, what constitutes a series of unequal and harsh conditions imposed by the US on China? **Is it a favour?**'''* [Newspaper 《环球时报》, 16.06.2022]. In this statement, the author's own doubts about the US political action are vividly expressed by using the rhetorical question with the modal adverb 难道 'is' (*nándào*).

However, in Chinese media discourse there is a rhetorical question construction with the use of the common modal phrase particle 吗(*ma*) , which is primarily used to form a general interrogative sentence that offers an affirmative or negative answer. However, this particle also functions to create a rhetorical question and expresses the meaning of the modal adverb 难道 'whether' (*nándào*). According to our observation, context and intonation are more important parameters for expressing the studied category.

For example, "**俄乌之战引发的地缘政治变动，动摇了发展中国家对发达国家的信任，动摇了人们对现有的世界秩序的信任。一个被分裂的世界还会有秩序吗？** **Геополитические** *changes, caused by the Russian-Ukrainian war have shaken the confidence of developing countries in developed countries and people's trust in the existing world order. **Will there be order in a divided world**?*" [Newspaper 《环球时报》, 17.07.2022]. This example belongs to book speech, with the help of the particle, on the

one hand, the phonetic features of this sentence are manifested, so that the reader recites it to himself with the correct logical accent and with the appropriate intonation, on the other hand, the author establishes contact with the audience, i.e. the technique of dialoguing is used to enhance the impact on the audience.

Studying the rhetorical questioning construction as a way of expressing this type of modality, it can be noted that on the material of modern oral media discourse the questioning adverb 是不是 'is + is not + is - yes or no' (*shì bù shì*) , standing before the word that is put under question, is actively used to form the questioning construction. This highlighted interrogative adverb represents the standard mechanism of question formation, in addition, it introduces assumption or uncertainty at different degrees in the utterance with special intonation. The analysis shows that the highlighted adverb is characteristic of the colloquial style of speech, as it is rarely found in the newspaper genre. Let's consider an example: "有的时候我们对于有些词语是不是给予了太大的滥用？比如说，什么叫 PUA？ (*Yǒude shíhòu wǒmen duìyú yǒu xiē cíyǔ shì bù shì gěiyǔ le tài dà de lànyòng？bǐrúshuō，shíme jiào PUA？*) '*Sometimes don't we misuse some words **too much**? For example, what is PUA*?'" [Video programme 《圆桌派》, season 5, issue 5] . In this example, the interrogative adverb 是不是 'is + is not + is - yes or no' (*shì bù shì*) is a form of supposition, the rest of the sentence is the content of this supposition. The speaker is an elderly TV presenter, and people around him frequently use the word 'PUA', which is the latest youth slang expression (roughly 'shaymate', 'criticise'). In this case, the highlighted means expresses the author's assumption that there is such a situation of using the word "PUA".

5. Complex syntactic construction.

Analysing the material in the two languages shows that the compound sentence 联合复句 (*liánhé fùjù*) with different conjunctions is a common means of expressing this type of modality. As for Chinese, the following conjunctive constructions are used when expressing the modality of "doubt": 是..., 还是... 'either..., or...' (*shì..., huánshì...*); 不知是..., 还是... 'whether..., whether...' (*bùzhī shì..., huánshì...*); 不是..., 而是... 'not that,

but' (*bùshì...., érshì...*)，it is important to note that the highlighted conjunctions are compound, with the verbs 是 (*shì*) and 知 (*zhī)* also included in their structure. For example, "不知是彭博社错误地表达了马尔帕斯的意思，还是对他的话做了断章取义的处理，短短的报道中出现了明显的矛盾和逻辑漏洞。(*Bù zhī shì péngbóshè cuòwùde biǎodá le mǎěrpàsī de yìsī，huánshì duì tā de huà zuò le duànzhāngqǔyì de chùlǐ，duǎnduǎnde bàodào zhōng chūxiàn le míngxiǎnde máodùn hé luójí lòudòng)* **Either the** Bloomberg Agency got the meaning of Malpas wrong, **or** reinterpreted his words. There were obvious contradictions and logical loopholes in the short report." [Newspaper 《环球时报》, 20.09.2022]. Here, the construction is used to express the author's doubt about the accuracy of the Bloomberg agency's report. However, it should be noted that in this example the verb combination 不知是..., 还是... 'whether..., whether...' (*bùzhī shì..., huánshì...*), which structures the whole sentence and carries the modal meaning of uncertainty, acts as a separating conjunction.

As mentioned above, the modern Russian-language media discourse often uses a compound-subordinate construction to express this type of modality, and as for the Chinese media discourse, we can identify a construction that is similar to the Russian compound-subordinate sentence precisely in semantics: "但是很显然，这样的制度性安排有规则上的漏洞，相信中国绝大多数地方都不会那样做。(*Dànshì hěn xiǎnrán，zhèyàngde zhìdùxìng ānpái yǒu guīzé shàng de lòudòng，xiāngxìn zhōngguó juédàduōshù dìfāng dū bùhuì nàyàng zuò)* 'But it is obvious , that such an institutional organisation has weaknesses in the rules, I **believe** most places in China will not do it" [Newspaper 《环球时报》, 26.07.2021]. The presented example uses the construction 相信...... 'believe that...' (*xiāngxìn*) to express the author's assertion. It can be noted that on the material of Modern Chinese the mentioned construction does not appear to be a complex syntactic construction, and the content conveyed by the adjectival part of the sentence in Russian is the complement of the verb acting as the subject.

In addition to the above-mentioned general linguistic means, some author's own means of expressing this studied category are also observed in Chinese media discourse:

Consider examples: "比如说我玩这个 "剁手 "的这个，我上了几天的隐，我估计你像有的人那就是摆脱不了，因为你知道，真的好便宜。我就发现，现在，这个，网购五块钱，十块钱的，这他都能给你寄来，二十块钱的，就是说在很便宜的东西里，也能淘到宝。就是说这是一种乐趣，就是说这是一种乐趣，可是我现在就发现，未来真的有可能，我们要警惕，进入这个游戏时代，就是很低的成本，你以为很便宜，我就是买错了也损失不了什么（时间），可是你现在发现没有，你的一生有多少个 24 小时？你的时间，你的注意力，这个东西比你掏的那个十块钱买一个要金贵多了。 (*Bǐrúshuō wǒ wán zhè gè "duòshǒu "de zhè gè，wǒ shàng le jǐ tiān de yǐn，wǒ gūjì nǐ xiàng yǒude rén nà jiù shì bǎituōbùliǎliǎo，yīnwéi nǐ zhīdào，zhēnde hǎo biànyí. Wǒ jiù fāxiàn，xiànzài，zhè gè，wǎnggòu wǔ kuài qián, shí kuài qián de，zhè tā dū néng gěi nǐ jìlái，èrshí kuài qián de，jiùshìshìshuō zài hěn biànyí de dōngxīlǐ，yě néng táodào bǎo. Jiùshìshuō zhè shì yī zhǒng lèqù，kěshì wǒ xiànzài jiù fāxiàn，wèilái zhēnde yǒu kěnéng，wǒmen yào jǐngtì，jìnrù zhè gè yóuxì shídài，jiù shì hěn dī de chéngběn，nǐ yǐwéi hěn biànyí，wǒ jiù shì mǎicuò le yě sǔnshībùliǎo shíme（shíjiān），kěshì nǐ xiànzài fāxiàn méiyǒu，nǐ de yīshēng yǒu duōshǎo gè 24 xiǎoshí？nǐ de shíjiān, nǐ de zhùyììlì，zhè gè dōngxī bǐ nǐ nǐ tāo de nà gè shí kuài qián mǎi yī gè yào jīnguì duō le*) 'For example, I play this "chopping hand" (online shopping), I was a few days depending on it. I guess there are some people who can't get rid of it at all because, you know, everything is very cheap there. I noticed that online, there's stuff for 5 yuan and 10 yuan, they can even ship to you (free shipping), and if you bought for 20 yuan... that means you can find treasures among very cheap stuff. That is to say, it is also such a joy. But now I've noticed that in the future really, perhaps what we will be entering the "Game Age", we should be vigilant. I. e. it's very low price, you think it's all very cheap, even if I buy the wrong thing, I won't lose anything (time), but now you know how many 24 hours are there in your life? Your time, your attention, it's much **more expensive** than the things you bought for ten yuan"* [Video programme 《圆桌派》, season 5, issue 9] . In the presented fragment, the speaker talks about his online shopping attempt, while using some means of expressing subjective

modality, including logical exposition, assumption and evaluations. At the end of this utterance, the evaluative adjective 金贵 (*jīnguì*) meaning "precious" is used to express the author's evaluation; by using this unit, the author gives the evaluation that our time and attention are precious, besides, the context fully reveals the author's meaning, and this unit also reflects the author's connotation - the author's negative attitude towards online shopping, that it is a waste of time despite the fact that many products have a low price.

The analysis shows that a neutral word can also act as an expressor of author's evaluation, and the context is an important factor, as it is in it that the author's connotation is revealed.

For example " - 对于一个高档餐厅来说，如果没有松露鱼子酱，它就不叫高档，它就好像就不够品质。

- 对。

- 请客的主人，他得有面子。

- 这就是品质。后来我问一个美食家，我说这个，它为什么是鱼子酱？是这样的，鱼子酱相当于《二十四史》，我一想，哇奥，这个厉害！《二十四史》！相当于老板桌子后面的《二十四史》。

- 就是一瓶，里面是空的！

- 就是老板不一定要读它，但是在训斥员工的时候他更加地自信。

- 对对对，背靠着《二十四史》呀！

(- Duìyú yī gè gāodàng cāntīng lái shuō，rúguǒ méiyǒu sōnglù yúzi jiàng，tā jiù bù jiào gāodàng，tā jiù hǎoxiàng jiù bù gòu pǐnzhì.

- Duì.

- Qǐngkè de zhǔrén，tā dé yǒu miànzi.

- Zhè jiù shì pǐnzhì. hòulái wǒ wèn yī gè měishí jiā，wǒ shuō zhè gè，tā wéishíme shì yúzi jiàng？shì zhèyàng de，yúzijiàng xiāngdāngyú "èrshísì shǐ"，wǒ yī xiǎng，wāào，zhègè lìhài！"èrshísì shǐ"！xiāngdāngyú lǎobǎn zhuōzi hòumiàn de "èrshísì shǐ".

- Jiù shì yī píng，lǐmiàn shì kōng de！

- Jiù shì lǎobǎn bùyīdìng yào dú tā，dànshì zài xùnchì yuángōng de shíhòu tā gēngjiā dì zìxìn.

- Duì duì duì，bèi kào zhe "èrshísì shǐ" yā！)

'- *For a high end restaurant, if it doesn't have truffle and caviar, it's not considered high end, it's kind of under-quality.*

-Right .

-The host who treats his guests needs to show his generosity.

-It's the quality. I asked a foodie, and I said, why is this particular caviar? That's right, caviar is the equivalent of "The Story of 24 eras," I thought, wow, that's cool! "History of 24 eras"! Caviar is the equivalent of the Story of 24 eras, which is at the boss's desk.

-It's a bottle, it's empty! -It's a bottle!

-that is, the boss doesn't have to read it, but he'll be more confident when he reprimands his employees.

-Yes , yes, yes! He's got the History of 24 eras behind him!'" [Video programme, 《圆桌派》, season 5, issue 4]. This example is a fragment of a discussion between the participants about why caviar is the standard of a high-class restaurant, in the speech of each communicator to express personal opinion, many means of conveying subjective modality are used. Let us pay attention to the special use of the title of the chronicle 《二十四史 'History of 24 eras'》 (*èrshísì shǐ*), which is used to express a negative evaluation of the presented situation, that caviar is a fashionable ingredient for any high-quality restaurant. In the context, we can see that the title of the chronicle itself has no connotative meaning, but in this case, two authorial connotations are manifested with the help of the context: in the speaker's opinion, the real "History of 24 eras" to characterise some high-quality thing that is important for some activity; caviar as a fashionable ingredient of dishes is not equivalent to the real chronicle "History of 24 eras", which is of great importance for the whole history of China, but as the book "History of 24 eras", which stands behind the chief's desk and has only the appearance of the book "History of 24

eras".

In Chinese media discourse, there are also individual-authorial means, which, on the one hand, conceal the author's connotation in various contexts, on the other hand, are aimed at achieving maximum communicative effect.

Here's an example, "因为虚拟经济压倒实体经济，那种具备实实在在力量的美国事实上已经不存在了。这样一个美国还能不能像历史上一样自我纠偏解决问题，本身就画上了问号。(*Yīnwéi xūnǐ jīngjì yādǎo shítǐ jīngjì，nà zhǒng jùbèi shíshízài zài lìliàng de měiguó shìshí shàng yǐjīng bù cúnzài le. zhèyàng yī gè měiguó huán néngbùnéng xiàng lìshǐ shàng yīyàng zìwǒ jiūpiān jiějué wèntí，běnshēn jiù huàshàng liǎo wènhào*) '*Since the virtual economy is now suppressing the real economy, such an America with real power no longer exists. Whether such an America will be able to mend itself and solve problems as it has in history, that in itself is **a question**'*" [Global Times, 19.07.2022]. In this case, the author expresses the strongest doubt that the current America can cope with the economic problem presented, and the phrase 画问号'draw/put a question mark' (*huà wènhào*) is used. In Modern Chinese, there is a stable expression 画句号 'draw/post a dot' (*huà jùhào*) which expresses the meaning 'to finish an action or event', for example, "广播民族乐团将以 "贺新春中国民乐经典音乐会"，为牛年最后一天画句号。(*Guǎngbō mínzú yuètuán jiàng yǐ "hèxīnchūn zhōngguó mínyuè jīngdiǎn yīnyuèhuì"，wèi niúnián zuìhòu yī tiān huàjù hào*) 'the *National Radio Orchestra will conclude (put an end to) the last day of the bull year with the 'Classical Concert of Chinese Folk Music for Chinese New Year*' [Newspaper 《人民日报》, 1998]. And in this context, the *question mark* placed by the author emotionally indicates strong doubt and is the author's own means of expressing subjectivity.

Thus, in Chinese media discourse, when expressing the studied modality, many different-level linguistic means are used, which can be represented in a core-peripheral structure in the FSP of epistemic modality. The core includes lexical means, including the modal adverb, the introductory word, the modal verb, the LSG of verbs with the semantics of reliability/unreliability. Syntactic means are located on the periphery, they include

rhetorical question construction and complex syntactic construction. It should be noted that all these means are not isolated from each other, they interact with each other, in the centre of the structure of any syntactic means there can be a lexical unit expressing epistemic modality, and the semantics of the lexical unit is expressed directly with the help of the whole construction. In addition to general linguistic means, authorial means are also used in the formation of various modern Chinese media discourse, but authorial connotation is revealed only in the presence of a full context.

At the lexical level, the main difference between the two languages is noted in the classification of different service parts of speech. In Chinese, it is customary to distinguish a separate group of words - 情态副词 (*qíngtài fùcí*), which is translated into Russian as "modal adverb", performing a function partially correlated with the introductory word and modal particle of the Russian language.

At the syntactic level, the common means is the rhetorical question construction expressing the semantics of doubt at a high degree. It is important to note that in Chinese the common phrasal particle 吗 (*ma*) is used in the structure of the interrogative construction, which functions in the first turn to form the general interrogative construction, but it is also used to express the meaning of "whether" in the rhetorical interrogative construction. In forming the interrogative construction, the interrogative adverb 是不是 'is + is not + is - yes or no' (*shì bù shì*) is also used to structure the author's assumption. The biggest differences between the syntactic means of the two languages are in the allied form for the compound sentence and the structuring of the compound sentence.

2.7.1. Some peculiarities of the use of means of expressing epistemic modality in the newspaper 《环球时报 'Global Times'》

In contemporary Chinese society, the newspaper 《环球时报 'Global Times'》 (*Huánqiú shíbào*) is a popular government analytical information channel, a structural subdivision of the official print publication of the Central Committee of the Communist Party of China 《人民日报 'Renmin Zhibao'》 (*Rénmínrìbào*), it publishes various

articles or commentaries of an informative and analytical nature, with foreign and domestic policy being the most important topics, but this newspaper uses a more popular style of presentation; the newspaper has a wide domestic and foreign audience. It is important to note that this newspaper is also a hybrid genre of journalism; on the one hand, it has features of official style, as its main task is to express the state's point of view; on the other hand, it has features of journalistic style; the articles often display the author's own opinion, in particular the expression of reliability/inaccuracy, to influence the audience. Besides, the newspaper articles appear to be a typical book-written form of speech, they do not have elements characteristic of oral and colloquial speech.

As shown above in paragraph 2.7., a variety of different multilevel linguistic means are used in expressing the studied type of subjective modality, and the frequency of their use is presented as follows (Fig. 11).
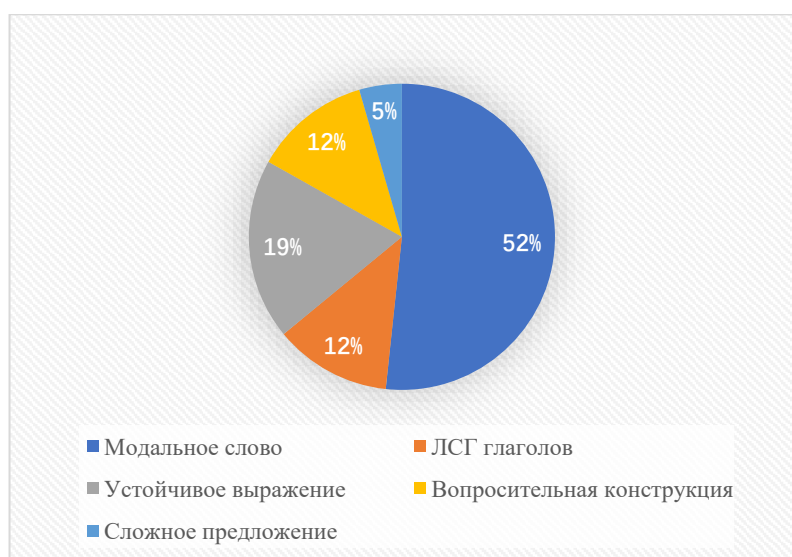

Figure 11: Frequency of using different-level means of expressing epistemic modality in the newspaper 《环球时报 'Global Times'》.

As statistics shows, the nuclear means of expression of the studied type of subjective modality are various ranks of lexical means, among them the largest group is represented by those or other modal words - 情态词 (*qíngtài cí*), among which a special place belongs to the class of words - modal adverb 情态副词 (*qíngtài fùcí*), which fulfils the function of some introductory words or modal particles in the modern Russian language. And it can be noted that a number of stable expressions (native Chinese idioms and stable word combinations) are also active (among all the selected means, this group

accounts for 19%) in the formation of this type of modern media communication.

The analysis of the material shows that the use of native Chinese idioms to express the semantics of certainty/uncertainty or evaluation is the first feature of this type of media communication. Eight idioms are found in the collected material: 毫无疑问 'without any doubt' (*háowú yíwèn*), 毋庸置疑 'no need to doubt - undoubtedly, there is no doubt about anything' (*wúyōng zhìyí*) , 显而易见 'quite obvious' (*xiǎn ér yì jiàn*), 难以置信 'hard to believe' (*nányǐ zhìxìn)*, 言行不一 'words and actions don't match' (*yánxíng bùyī*), 荒诞不经 'utterly absurd' (*huāngdàn bùjīng*), 耳目一新 'everything new you see and hear' (*ěrmù yīxīn*), 醉翁之意不在酒 'with revealed intention' (*zuìwēng zhī yì bù zài ji*ǔ). It should be noted that the highlighted phraseological units have the main function of conveying various degrees of certainty and the author's own assessment of the coming or happening event, but these expressions also perform an additional function - aesthetic, as they are characteristic of book-written speech and high style.

According to our observations, when expressing epistemic modality in this form of media communication, the verb LSG appears to be a special group, because in certain contexts from the newspaper, verbs of this group are often used in combinations with other lexical units, but are not stable combinations. For example, 值得怀疑 'worth doubting' (*zhídé huáiyí*), 很难不让人怀疑 'hard not to doubt' (*hěnnán bù ràngrén huáiyí*), 很难相信 'hard to believe' (*hěn nán xiāngxìn*), 不可否认的是 'one cannot help but recognise' (*bùkě fǒurèn de shì*) , 可以相信 'one can believe' (*kěyǐ xiāngxìn*) , etc.

In addition, it should be noted that using verbs of this group often conveys the opinions of others in indirect speech, but in the case of expressing the author's own opinion with the help of selected verbs, the direct subject of the predicate (I) is hidden in certain contexts, or the word 笔者 'the author of this article - for self-reference' (*bǐzhě*) is used instead of the pronoun 'I'. For example, 但是很显然，这样的制度性安排有规则上的漏洞，相信中国绝大多数地方都不会那样做。(*Dànshì hěn xiǎnrán，zhèyàngde zhìdùxìng ānpái yǒu guīzé shàng de lòudòng，xiāngxìn zhōngguó juédàduōshù dìfāng dū*

bùhuì nàyàng zuò) '*But it is obvious，that such an institutional organisation has weaknesses in the rules, I **believe** most places in China will not do it*'" [Newspaper 《环球时报》, 26.07.2021]; "<...> 笔者认为基于多层构架和多角关系的欧洲各国，更应该将维护欧洲的稳定视为第一要务 <...> (*Bǐzhě rènwéi jīyú duō céng gòujià hé duōjiǎo guānxì de ōuzhōu gè guó，gēng yìnggāi jiàng wéihù ōuzhōu de wěndìng shìwéi dìyī yàowù*) 'The **author thinks (I think)** that European countries, which are on a multilevel structure and multidimensional relationships, should regard the maintenance of European stability as a primary task <...> ' [Newspaper 《环球时报》, 13.09.2022].

In the first context, the author's opinion about the actions of local governments is expressed with the verb 相信 'to believe' (*xiāngxìn*), it can be noted that there is no direct subject 'I' despite the fact that in the Chinese grammatical system there is no category of verb conjugation, but with the help of the context we can find out that this statement belongs to the author himself. And in the second context, when the verb 估计 'to assume' (*gūjì*) is used, the subject is also hidden in the context, but when the verb 认为 'to think, count' (*rènwéi) is used, the* subject is expressed by the word 笔者 'the author of this article - for self-title' (*bǐzhě*) , which means 'the writer' and is used for self-title.

The next peculiarity of the use of the selected means of expressing epistemic modality in the newspaper type of media discourse is the use of book forms of neutral modal words. For example, 恐怕 'perhaps' (kǒng pà)", used both as a verb to *be afraid and* as a modal adverb "perhaps", also has the form 恐 (*kǒng),* which, according to our observations, is used for bookish speech and means *perhaps*; in modern Chinese there is also a synonymous series of words with the semantics of *perhaps*: 也许 (*yěxǔ), 或许* (*huòxǔ*) , 或 是 *(huòshì)* and 或 (*shì)*, among which 或是 (*huòshì)* and 或 (*shì) are* observed specifically in this book-written form of media communication.

Thus, in modern Chinese society, the newspaper 《环球时报》 is a traditional channel of information dissemination - a typical book-written form of communication that embraces the main features of official and publicistic style of speech. As for the various means of expressing epistemic modality, there are special cases of their use,

characteristic of this form of media communication. The material of this source of information shows numerous cases of the use of native Chinese idioms, which, on the one hand, emotionally express the author's opinion about certain events, on the other hand, fulfil an aesthetic function. In the newspaper variant of communication we found out special uses of units of the verbs with the semantics of reliability/unreliability: verbs of this group can be used in collocations with other lexical units; to express the author's personal opinion, the selected verbs are used in the absence of the direct subject 'I' or with the indirect subject 笔者 'the author of this article - for self-designation' (*bǐzhě*), which is the word of the author's self-designation in the context. Some forms of modal words characteristic of the book-writing form of speech are noted: 恐 (*kǒng*) from the modal adverb 恐怕 'perhaps' (*kǒng pà*)'; 或是 (*huòshì)* and 或 *(huò)* from the modal adverb 或许 'perhaps' (*huòxǔ)*.

2.7.2. Some peculiarities of using means of expressing epistemic modality in the video programme 《圆桌派 'Round table Meeting'》

The video programme 《圆桌派 'Round table Meeting'》 *(Yuánzhuō pài)*, the title of which translates as 'Round table Meeting', is one of the most new widespread reality shows in contemporary Chinese media, which presents a conversation with famous persons from various fields on a variety of topics relevant to contemporary society and related to the cultural side of human life. This video programme is a hybrid genre because, firstly, it presents a conversation in a free spoken and oral form, which is characterised by great spontaneity, secondly, it contains popular science information on a special field, and thirdly, it is often expressive in expressing its own opinion, aimed at influencing other communicators.

Season 5 (12 issues) was used for the analysis, 151 cases of using means of expressing the category of subjective modality were analysed, including 108 cases of using means of expressing epistemic modality. This genre of media communication in expressing epistemic modality is also characterised by a large set of common linguistic means, and the frequency of their use is as follows (Fig. 12).
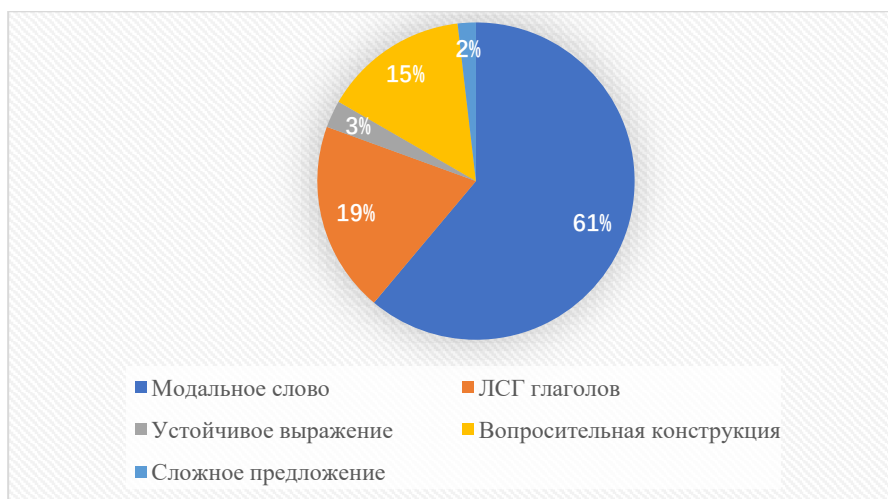
Fig. 12: Frequency of using different-level means of expressing epistemic modality in the video programme 《圆桌派 'Round table Meeting'》.

To convey the modal meanings of credibility/invalidity both in the newspaper type and in this type of contemporary Chinese media discourse, the group of modal words 情态词'modal word' (*qíngtài cí*) is the most used means of expressing the category under study. However, there are also special uses of common linguistic means of expressing epistemic modality and other types of subjective modality, which are characteristic of the spoken and oral form of media communication.

The LSG of verbs with the semantics of credibility/uncredibility is one of the dominant ways of expressing the category under study, but unlike the written genre, in the video programme, the selected verbs are used in the manifestation of a vivid personality, i.e. the personal pronoun *I is* often used as the direct subject of the predicate.Within the framework of our work, 21 cases of verbs are selected to convey epistemic modality, among them 20 cases with the use of the personal pronoun *I*. To give an example, "比如说我玩这个 "剁手 "的这个，我上了几天的隐，我估计你像有的人那就是摆脱不了 <...> (*Bǐrúshuō wǒ wán zhè gè "duòshǒu "de zhè gè，wǒ shàng le jǐ tiān de yǐn，wǒ gūjì nǐ xiàng yǒude rén nà jiù shì bǎituō bùliǎo*) 'For *example, I'm playing this 'Chopping Hands' (online purchase), I've been a few days addicted to it. **I guess** there are some people who can't get rid of it at all <...>*' [Video Programme 《圆桌派》, season 5, Issue 9]. In this context, the author's assumption about the presented situation is expressed by means of verbs to *assume, with the* personal pronoun *I* as the subjects. As

stated above, the format of the video programme is a conversation between communicators, i. e. a polylogue is presented, and it is important to indicate the source of information. In the oral form of communication, the absence of specifying the source of information can lead to misunderstanding in other interlocutors: who thinks, who assumes, who believes, etc. In this connection, the personal pronoun *I, on the* one hand, shows the source of information, the expressed opinion belongs to the speaker himself, on the other hand, it is an obligatory component of a sentence in oral communication.

The rhetorical question construction is also a frequent way of expressing the studied category in this form of media communication, but to convey the semantics of doubt within the structure of a rhetorical question, the question adverb 是不是'is + is not + is - yes or no' (*shì bù shì*) , which in the Chinese grammatical system belongs to the category of 疑问副词'question adverb' (*yíwèn fùcí*). Here is an example, "这些靠谱吗？这些是不是品质好呢？" (*Zhèxiē kàopǔ mǎ？Zhèxiē shì bù shì pǐnzhì hǎo ne？*) 'Are *these restaurants reliable? Do these ones have or don't have high* quality? (We *are talking about those restaurants where there is a big queue all the time*)' [Video programme 《圆桌派》, Season 5, Issue 4]; In the presented example, the use of rhetorical questions clearly reflects the author's opinion with a certain degree of uncertainty about the quality of the presented restaurants. Moreover, the interrogative adverb 是不是 'is + is not + is - yes or no' (*shì bù shì*) brings expressiveness to the whole utterance, its use is often accompanied by a special raised interrogative intonation.

While the newspaper type of media discourse usually uses native Chinese idioms to express the category of epistemic modality, which fulfil an aesthetic function, this type uses some stable expressions characteristic of the spoken form of speech, and dialectal expressions are also present. Analysing the material, we found the following stable units: 两说'to say in two - inaccurate, uncertain' (*liǎng shuō*), 没错 'no mistake - undoubtedly, accurately' (*méicuò*), 不好说 'not good to say - unclear, difficult to say, can't say for sure' (*bùhǎo shuō*), 没准 'no certainty - quite possible' (*méizhǔn*), 说不定 'to speak uncertainly - maybe' (*shuōbudìng)*. It should be emphasised that in modern Chinese the

highlighted stable expressions belong to the colloquial style of speech and are not the subject of the study of Chinese phraseology; within the framework of our work on the material of the newspaper we do not observe cases of their use, while the use of these stable expressions also represents one of the features of the oral form of modern media.

Consider the example, " - 有的时候，我觉得那个网上的，有的那个第一名是靠谱的，我们有时候出差到有的地方去，还真是好吃，就是根据网上那个找，数一数二的。 我也学会了看评论，有没有真假？- 这个.......我怕不好说吧。(- *Yǒude shíhòu，wǒude juédé nà gè wǎng shàng de，yǒude nà gè dìyī míng shì kàopǔ de，wǒmen yǒushíhòu chūchā dào yǒude dìfāng qù，huán zhēn shì hǎochī，jiù shì gēnjù wǎng shàng nà gè zhǎo，shùyīshùèr de. - Wǒ yě xuéhuì liǎo kàn pínglùn，yǒuméiyǒu zhēn jiǎ？- Zhè gè......wǒ pà bù hǎoshuō bā)* '- I think that on the internet, sometimes the top-rated restaurants are reliable. Sometimes we go to some places when on a business trip and it was really good. We just look online for such prestigious places. - I've learnt to read the comments too, and is there any untruth there? - It's..., I'm afraid **it's hard to say**'" [Video programme 《圆桌派》, season 5 Issue 4]. In the context, when expressing uncertainty, the stable expression 不好说 'it's not good to say - it's not clear, it's hard to say, I can't say exactly' (*bùhǎo shuō*) is used to express the interlocutor's doubt. It can be noted that the highlighted expression is characteristic of spoken language and represents emotional colouring in the formation of the author's opinion.

According to our observations, for this form of media communication a characteristic feature of the use of certain linguistic means of expressing the studied type of modality is also the repeated use of one and the same means or the joint use of a number of synonymous means in one sentence. It can be noted that these special uses are characteristic of spoken communication and often fulfil an intensifying function - they bring expressiveness to the utterance.

For example, "<...> 我觉得是这样的，就是，我 觉得，好像，似乎小品演员和喜剧演员包括二人转演员他们老觉得搞笑这事儿不高级，就是到最后他得悲一下，他得让人哭，这事儿才高级。<...> (*Wǒ juédé shì zhèyàng de，jiùshì，wǒ juédé，*

hǎoxiàng，sìhū xiǎopǐn yǎnyuán hé xǐjù yǎnyuán bāokuò èr rén zhuǎn yǎnyuán tāmen lǎo juédé gǎoxiào zhè shìér bù gāojí，jiùshì dào zuìhòu tā dé bēi yīxià，tā dé ràng rén kū，zhè shìér cái gāojí) ***I think so***, *exactly,* ***I think***, ***maybe***, *it* ***seems,*** *these actors, comedians, even dance-song duo actors, they often think that doing laughter is not an elitist act, but touching the audience is elitist'*" [Video programme 《圆桌派》, season 5 Issue 3]. In the presented example, while expressing his own opinion, the speaker repeatedly used the verb 觉得 'to think or assume' (*juéde*), since the speaker's speech is spontaneous, the speaker repeats the same verb so that he has time to formulate his thought. He then uses the synonymous modal adverbs 好像 'it seems' (*hǎoxiàng*) and 似乎 'apparently' (*sìhū)* in succession to reinforce the semantics of doubt and to influence other interlocutors.

Thus, video programme 《圆桌派》 as the newest media with hybrid genre characteristic is an oral and spoken form of communication. In the formation of newspaper type and this type of media discourse in Chinese society, some common linguistic means of expressing epistemic modality are used, but for each media genre there are specific features of their use, which are characteristic of the book-written as well as the spoken form of speech. Unlike the newspaper, in the video programme the LSG of verbs with the studied semantics is often used with the manifestation of a vivid direct subject 'I'; as for the questioning construction, in the oral form the questioning adverb 是不是 'is + is not + is - yes or no' (*shì bù shì*) is used, which is the structural centre of the question and an intensifier of the semantics of doubt; this type of oral communication is characterised by the use of stable expressions of colloquial style, the use of dialectal expressions is also observed; and spontaneous speech often shows repeated or joint use of the same or synonymous means in the same sentence.

CONCLUSIONS OF THE CHAPTER

In the formation of modern media discourse a lot of common linguistic means of expressing subjective modality are used, in the frequency of epistemic modality, it should

be noted that among all subjective-modal meanings the expression of epistemic modality is used with the highest frequency for the formation of certain types of modern media discourse, the frequency of expression of this category is presented below (Fig. 13, Fig. 14, Fig. 15, Fig. 16, Fig. 17).
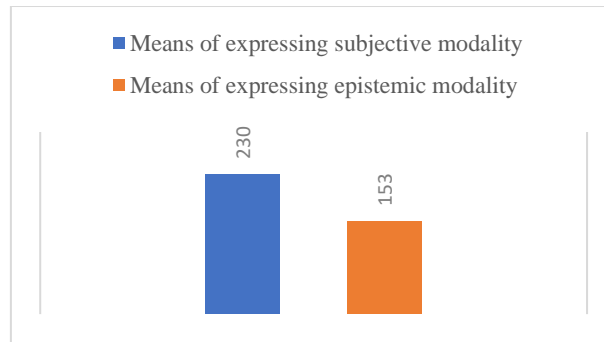

Fig. 13. Frequency of epistemic modality expression in the newspaper "Kommersant" .
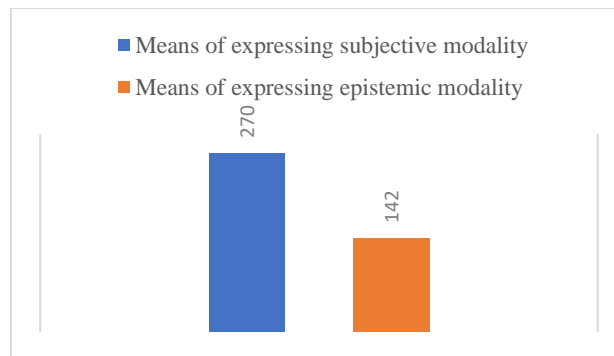

Fig. 14. Frequency of epistemic modality expression in the video blog "And to talk?".
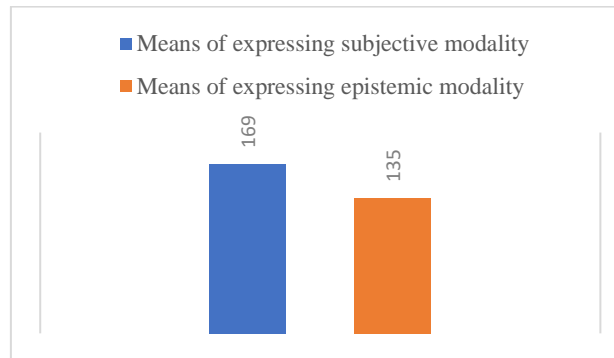

Fig. 15: Frequency of expression of epistemic modality in the Rosenthal and Guildenstern podcast.

In order to understand how typical or specific the situation presented above is for contemporary media discourse, let us look at the data on Chinese media.
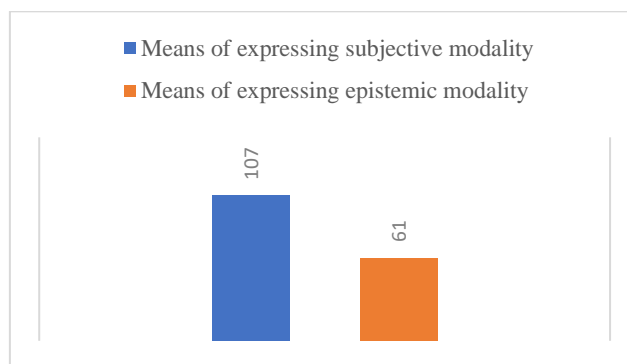
Fig. 16: Frequency of epistemic modality expression in the 《环球时报 'Global Times'》 newspaper.
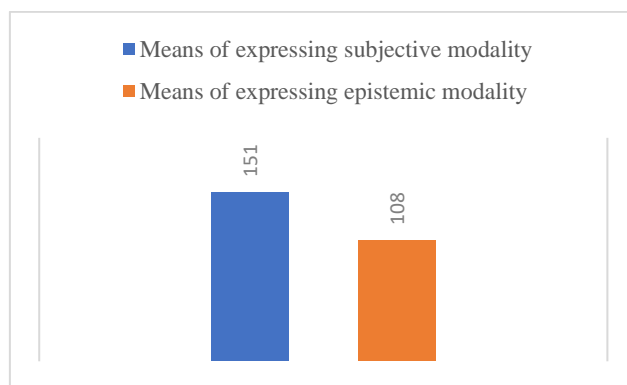

Fig. 17: Frequency of epistemic modality expression in the video programme 《圆桌派 'Round table Meeting'》.

The selected means can be components of the FSP of subjective modality, which are represented in the core-peripheral structure. The core means are lexical units, while grammatical means are located on the periphery, including the category of inclination and various syntactic constructions.

At the lexical level, when expressing epistemic modality, the introductory word, modal particle and LSG of verbs and adverbs with the semantics of reliability/unreliability are actively used. At the syntactic level, the rhetorical interrogative construction, complex composite and subordinating constructions, as well as phraseological units and phraseological units are frequent means of expressing epistemic modality.

The expression of epistemic modality has a complicated structure; together with the expression of the studied category other types of subjective modality are also reflected, in particular, the categories of evaluation and emotionality. Within the framework of this work we have attracted to consideration some author's expressions of evaluation, in the structure of which the implicit author's connotation is revealed together with the context, and the following groups have been singled out: evaluative lexical units that show

individual connotations in the context; neutral lexical units in the function of evaluative ones; individual-author's expressions.

The selected sources of information represent hybrid genres of journalism with mixed features of functional speech styles. Newspaper "Kommersant" is a typical book-writing form of media communication. However, the newspaper "Kommersant" often uses colloquial vocabulary or expressions (e.g., *most likely, the public, patsan dash, like a dog in the hay, without brakes,* etc.) to show the author's personality and expressiveness.

The podcast "Rosenthal and Guildenstern" and the video blog "And to talk?" as the newest types of media discourse show the intersection of spoken and written forms of speech. The podcast and video blog use different ranks of means to manifest expressiveness, the expression of communicators' own opinion is partially presented in the book form: a number of words (*allegedly, sophisticated, nasty, snobbery, persecution, grandeur, awe,* etc.) and a complex syntactic sentence are used. However, in contrast to the newspaper form of media communication, when using the compound expository sentence in podcasts and video blogs, the subject of this type of sentence is often "I" and "me", while in the newspaper this type of sentence is used to convey the opinion of another person in indirect speech.

The main function of these means is the interpretation of the author's opinion on the modal scale of reliability/unreliability. Depending on the communicative purpose and the context of communication, these means also fulfil the following auxiliary functions: evaluative; emotive; influencing; contact-supporting; function of demonstrating the source of the statement.

The expression of epistemic modality is one of the ways to realise communicative strategy. In the framework of this paper, on the basis of global communicative goals, the following general communicative strategies are distinguished: strategies of informing and influencing; as for local goals, we can distinguish strategies of assumption and assertion, strategies of discrediting and persuasion.

In order to identify the linguistic specifics of epistemic modality expression in Russian media discourse, the Chinese language media were analysed. It has been revealed

that in Chinese media discourse different-level means are also used in expressing the studied category, but a separate group of words is distinguished - 情态词 'modal word' (*qíngtài cí*) , which is divided into three subgroups: 情态副词 'modal adverb' (*qíngtài fùcí*), 插入语 'introductory word' (*chārù yǔ*) and 情态动词 'modal verb' (*qíngtài dòngcí*) , performing a function partially correlated with the introductory word and modal particle of Russian; the greatest specificity of expressing subjective modality is noted in the allied form and structuring of the compound expository sentence in the two languages. As for the selected genres of Chinese media discourse, they represent both oral and written forms of media communication, there is rarely a mixture of the two forms of speech, and epistemic modality is expressed in different ways.

Considering the means of expressing epistemic modality in Russian media discourse against the background of Chinese media discourse allows us to highlight the areas that need to be paid special attention to by a teacher of Russian as a foreign language in a Chinese audience. On the other hand, some means of expressing the category under study do not require detailed comments from the teacher, as they are familiar to Chinese learners.

CONCLUSION

The functional-semantic category of epistemic modality represents the subjective side of an utterance, which is present in the process of speech-thought activity and structures media communication in society.

Common verbalised means of expressing epistemic modality in Russian media discourse are various discursive markers contributing to the achievement of both global and local communicative goals - to determine the input information on the modal scale of credibility/invalidity and to establish or maintain contact with other communicators.

The analysis of the material has shown that when expressing epistemic modality, different-level means are used, among which lexical units are fundamental, and certain syntactic and grammatical means are peripheral.

The selected means actively function in the formation of certain types of modern

media discourse, and at the same time acquire their own features. The newspaper "Kommersant" is a book-written form of media communication, which results in various articles of the informational and analytical type, where all the features of the journalistic style of speech are expected; the intersection of book-written and spoken forms of speech is also presented.

The podcast "Rosenthal and Guildenstern" and the video blog "And to Talk?" are new forms of modern media communication, they are characterised by great spontaneity and expressiveness. However, when forming these types of media discourse, the communicator's speech may be partially represented in book form, as it uses a number of words or complex syntactic constructions that are characteristic of book speech.

In modern Russian media discourse, the means of expressing epistemic modality not only contribute to the expression of the author's position, but also represent one of the ways of forming and implementing certain communicative strategies (general - informing and influencing, private - assuming and asserting, persuading and discrediting) depending on the global communicative goal and context. At the same time, the selected means fulfil a number of auxiliary functions aimed at achieving certain communicative goals.

The considered forms of bilingual media discourse can be useful for the teacher of Russian language teaching in the Chinese classroom. Firstly, the texts selected from these sources contain a large number of linguistic samples that contribute to the development of both linguistic and communicative competences of students; secondly, by analysing the means of expressing the studied semantics in Russian and Chinese media discourse, the main differences between the languages can be clarified, which will make it easier for Chinese speakers to learn the means of expressing epistemic modality in Russian.

The prospect of this work is seen in further in-depth and detailed consideration of the structure of the functional-semantic field of epistemic modality and its microfields, as well as in detailed observation of changes in modern language on the material of various forms of media communication.

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