

**SAINT-PETERSBURG STATE UNIVERSITY**

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**TEACHING STUDENTS SPECIALIZING IN INTERNATIONAL  
RELATIONS TO TRANSLATE PHRASEOLOGICAL UNITS OF ENGLISH  
POLITICAL DISCOURSE INTO RUSSIAN**

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## INTRODUCTION

The modern state of society is conditioned by the dynamic process of globalisation and integration of various fields of knowledge into all spheres of human activity. The sphere of international relations, which is quite multifaceted and multifunctional due to close contacts with other spheres of society, such as economic, social, political and spiritual, needs the training of highly qualified specialists capable of professional intercultural communication, which implies the ability to quickly integrate within the framework of constantly changing conditions and readiness to defend the interests of their state, which is a key priority in the promotion of the political curriculum. Thus, the system of higher education should take into account the modern requirements of the world community and work actively to improve the quality of training of competitive specialists in this field.

The functioning of the sphere of international relations is ensured by a rather wide range of specialists, whose training is implemented within the framework of various fields of study (“International Relations”, “Political Science and World Politics”, “Foreign Regional Studies”, “International Journalism”, “Oriental Studies and African Studies”, etc.). The aim of these fields of study is to prepare students for future professional activity, which, along with many other aspects, takes into account mastering the skills of foreign-language political discourse.

Politics is a specific sphere of human communication, the main purpose of which is the struggle for power or preservation and strengthening of power. In recent decades, there has been a tendency to study political discourse actively [Pauli, 2011]. The speech of a specialist in the field of international relations is the main tool of his / her professional activity. Being a public figure, he should take an active part in discussing issues and solving problems not only at the national but also at the international level. Thus, one of the main requirements for a specialist in the sphere of international relations is the knowledge of English at the level necessary for the most effective communication on various professional topics with foreign colleagues. Therefore, universities in our country should pay special attention to the training of bachelors specializing in international relations in English, to the

peculiarities of preparing their speech in this language to speak at various events related to the issues of their future professional activity.

The main goal of a specialist in the sphere of international relations is to influence the audience – the mass addressee. In the work by M. A. Kapitonova it is noted that, although the problem of speech impact is quite developed (the question of the essence of this phenomenon began to be investigated in the ancient era) and it is the object of study of linguistics, rhetoric and speech science in general, but in linguodidactic terms this problem requires a more detailed study, because specialists in this field in the course of professional communication often face difficulties related to the integration of informational and influencing functions of language [Kapitonova, 2005]. O. A. Kolmakova emphasises that expressiveness is an indispensable quality of speech of a specialist in the sphere of international relations, as it allows to ensure the accessibility and attractiveness of the delivered information in the light that is beneficial to the addressee. In this regard, it is necessary to form the skills in future specialists in the sphere of international relations to produce foreign-language texts that correspond to the specifics of students' future professional activity [Kolmakova, 2008].

Thus, the speech of a specialist in the field of international relations, in addition to formality and strictness, should also have such qualities as expressiveness, naturalness, which was mentioned by the ancient Greek philosopher Aristotle in ancient times. In his famous treatise “Rhetoric”, the author argued that the main goal of the orator is to achieve a solution to the issue in his favour, to incline the audience to his side, proving that the subject of his speech is beautiful and desirable, although from the point of view of logical and theoretical and aesthetic may not be so at all. A good style should have such qualities as clarity, general accessibility, lack of coldness, which is achieved through various linguistic and speech means [Aristotle, 2000]. One of the means of achieving such goals is phraseological units (PU).

It is known that the leading universities of the country, which have faculties of political science, world politics, international relations, journalism, etc. (e.g.,

SPbU, MSU, MSIIR, etc.) are aimed at training qualified specialists whose level of education meets international educational and scientific standards. Upon graduation, they should have a broad outlook, deep professional knowledge, be capable of state thinking, to realise Russia's national interests, and be ready to participate in defending them. A bachelor who has a degree in international relations has the opportunity not only to improve his / her qualification by entering a master's programme, and further – a postgraduate programme, but also to carry out his / her professional activity in socially important structures (diplomatic sphere, business, mass media, local authorities, banking structures, state and commercial foreign trade organisations, etc.), which, of course, presupposes, first of all, knowledge of the English language at a sufficiently high level and dictates the need to master such a significant competence for a future specialist in the field of international relations as foreign language communicative competence. This is primarily due to the social order of society.

In the Federal State Educational Standard of Higher Education (FSES of HE), as well as in the educational standards independently established by leading Russian universities (MSU named after M. V. Lomonosov, SPbU, MSIIR) by fields of study 41.03.04 Political Science, 41.03.05 International Relations, 41.03.01 Foreign Regional Studies, 41.03.06 Public Policy and Social Sciences, 42.03.02 Journalism, 58.03.01 Oriental and African Studies, there is a requirement according to which a Bachelor of International Relations should use various techniques of negotiation and establishing professional contacts in a foreign language in diverse situations, taking into account the specificity of the world picture of native speakers when communicating; to make a logical and reasoned speech within the framework of professional communication; to understand the strategies of participants of intercultural professional dialogue and use various communicative strategies. At the same time, the qualification characteristics of future specialists include the requirement to be able to perform oral and written bilingual translation of professional texts [Regulatory documents: 1-10, etc.].

Among the requirements to the foreign language communicative competence of a Bachelor of International Relations is the ability to operate phraseological units in professional communication. The working programmes of the professionally oriented discipline “Foreign Language, English” indicate that students should have a notion of free and stable word combinations typical for modern colloquial speech, publicistic and political discourse, use them in oral and written speech to achieve communicative goals. There is also *a requirement to have knowledge of lexical and semantic features of translation, in particular, to know how to translate PU and to be able to convey the meaning of PU by means of the target language* [Regulatory documents: 11-13 and others].

Thus, a graduate specialist in international relations should not only be able to communicate in a foreign language orally and in writing, *but also possess the skills of interpretation and translation to the extent necessary to carry out professional activity in the field of international communication, including the ability to convey the meaning of a phraseological unit in the source text (oral or written) by means of the target language.*

At the same time, it should be noted that, despite the fact that the requirements for future specialists in the sphere of international relations imply the ability to operate PU in intercultural professional communication, the analysis of educational programmes of a number of leading universities of the country has shown that the focus on teaching such students to translate phraseological units is not present in the programme documents. In a few cases it is noted that the oral and written speech of future specialists in the sphere of international relations should be characterised by idiomaticity along with accuracy, adequacy, and imagery. The working programmes for the discipline “Foreign Language”, implemented in such universities as those mentioned above, assume English language proficiency at a level comparable to level C1 of the Common European Framework of Reference for Foreign Language Communicative Competence, which includes both understanding PU while reading and listening, as well as operating them in productive speech activity (PU, semantically unmotivated, fixed metaphors, comparisons with intensifying words,

fixed phrases, phrasal verbs, fixed word combinations, proverbs, famous quotations, etc.) [The CEFR, 2003]. In order to achieve this goal, the basic part of the curriculum, in addition to the main foreign language course, includes courses of English for professional communication, implemented in senior courses of study, such as “Language of Profession”, “Professional Foreign Language”, “Theory and Practice of Diplomacy”, “Training of Public Speaking”, etc. For these courses, teaching aids are created, various authentic materials are used (articles on socio-political topics from English-language magazines, as well as audio and video recordings of speeches of state and political figures on foreign and domestic policy issues) [Regulatory documents: 11-13, etc.].

The analysed programme documents assume the formation of ability to operate PU in all types of speech activity in the future specialists in the sphere of international relations. However, the analysis of educational programmes of a number of other Russian universities has shown that the requirements for the formation of these skills are not always included in the programme documents. This is reflected first of all in the requirements to the level of English language proficiency: upon graduation from university a student should have a level comparable to level B2 of the Common European Framework of Reference for Foreign Language Communicative Competence [The CEFR, 2003]. This level of foreign language proficiency does not imply the active use of PU, often even the complete absence of them in the speaker's speech. Moreover, a specialist who has B2 level may have problems with understanding texts containing PU, both by while listening and reading.

Thus, the analysis of educational standards and educational programmes allows us to conclude that there is a need to place greater emphasis on teaching language tools that contribute to the expressiveness of speech, which can be achieved, in particular, through the use of PU.

The study of the scientific literature devoted to the formation of ability to operate PU of English political discourse in future specialists in the field of



international relations allows us to judge about the *degree of development of this problem*.

The focus of political discourse on the mass addressee determines its main function – influencing, which is realised through certain speech actions. The language of politics is characterised by its specificity, especially at the lexical level, in connection with which it is singled out as a separate linguistic subsystem [Vorobyova, 2000] and is considered “as one of the professional sub-languages – variants of the national language” [Sheigal, 2000: 19]. In recent decades, there has been a tendency to study political discourse and its speech representation actively. A new direction in linguistics – linguopolitology – is becoming promising (A. N. Baranov, O. I. Vorobyova, M. V. Gavrilova, D. O. Dobrovolsky, T. V. Zabelo, E. V. Kakorina, Y. N. Karaulov, J. S. Pauli, A. P. Chudinov, E. I. Sheigal, E. K. Shibanova, etc.).

The success of political interaction largely depends on a competently prepared speech of a politician, which is realised through a set of communicative strategies and speech tactics built on the basis of grammatical, lexical and stylistic means.

In the linguistic literature there is a significant number of works devoted to idiomaticity of political discourse (V. V. Mikhailov; L. V. Neudachina; Y. V. Osheyeva; A. A. Sergeeva; E. V. Terekhova; A. Y. Chaikina; D. Z. Shapieva; Y. V. Shuvalova; L. P. Tarnaeva, A. V. Shavrova, etc.). In these studies idiomaticity is considered as a property of linguistic units at the level of word combinations, i.e. phraseological units. Thus, A. Y. Chaikina notes that the pragmatic settings of political discourse determine the frequency of use of phraseological units that ensure the implementation of such system-forming characteristics of this type of discourse as manipulateness, semantic uncertainty, evaluativity (including indirect one), emotionality, imagery, economy of speech effort, etc. [Chaikina, 2012]. D. Z. Shapieva emphasises that PU constitute the largest fund of evaluative, expressive and emotional units in comparison with the sphere of basic vocabulary, so they are an effective means of eliminating asymmetry between the intentions of the author of a political text and the expectations of the recipient, allowing to make

the message memorable and convincing [Shapieva, 2014]. The ability of PU to “adjust” to a certain discourse context also plays a key role in the choice of these speech means by the addressee, as it reflects the conceptual organisation of the text semantics and increases its pragmatic potential [Chaikina, 2012].

There are a number of works in which idiomaticity of political discourse is considered at the level of predicative structures. N. S. Bazhalkina presents individual-author aphoristic units and precedent statements, including aphorisms, proverbs and sayings, slogans, mottos, statements from the Bible, fiction, etc., as a powerful means of persuasiveness of a statement. These speech units, acting as arguments for the truth of the judgements made, increase the pragmatic effect of the delivered information, create “necessary” associations for the recipient, which makes it easier to assimilate the content of the statement and have the necessary emotional impact on the audience [Bazhalkina, 2012]. It is noted that despite the low frequency of use of partial-predicative (units with a grammatically leading component) and predicative phraseological units in English electoral discourse as one of the types of political communication, their role in the implementation of strategies and tactics of this type of discourse is quite great [Tarnaeva, Shavrova, 2021 (b)].

Despite the existence of a number of scientific works devoted to the idiomaticity of political discourse, the linguodidactic aspect of this problem has not been covered adequately in the scientific literature. There are a few works that talk about the need to teach future specialists in international communication to use phraseological units in political communication (G. V. Nevzorova; L. P. Tarnaeva, A. V. Shavrova).

G. V. Nevzorova emphasises that the study of phraseological units as storage of the national-cultural code is a necessary element in teaching English to students specializing in international relations, since the ability to use phraseological units, idioms and phrasal verbs in speech indicates a high level of proficiency in a foreign language and knowledge of the features of the native speakers' picture of the world. The author draws attention to the special role of the teacher in the process of teaching

these speech means: by revealing the features of their use in speech, the teacher acts as a mediator of cultures, helping students to understand the mentality of speakers of another linguoculture, which is a necessary quality of a specialist capable of solving professional tasks in the field of international relations successfully [Nevzorova, 2020].

Some works focus on the necessity of forming in students specializing in international relations the skills to single out PU in the speech stream, interpret their meaning and use them in speech to build the leading communicative strategies and tactics of political discourse [Shavrova, 2018; Tarnaeva, Shavrova, 2021 (a)]. Attention is drawn to the significance of PU selection for creating a corpus of teaching and speech material. Such selection criteria as orientation on expressiveness of speech, cultural significance, consideration of interlingual and intercultural interference, orientation on communicative strategies and tactics are proposed [Shavrova, 2019].

A number of works highlight the problems of teaching translation of PU functioning in different types of institutional discourse [Perevurtkina, 2010; Tarnaeva, Osipova, 2016 (a); Tarnaeva, Osipova, 2016 (b); Tarnaeva, 2017 (a); Tarnaeva, 2017 (b); Tarnaeva, 2017 (c); Tarnaeva 2018; Tarnaeva, 2021; Shavrova, 2019; Shavrova, 2020].

M. V. Perevurtkina emphasises that insufficient productivity or complete absence of technologies for teaching translation of phraseological units in the framework of training translators of professionally oriented texts leads to difficulties encountered by students and, consequently, to a significant number of mistakes made in applying the necessary translation transformations [Perevurtkina, 2010].

There are a number of works devoted to the translation from English into Russian of idiomatic special vocabulary, including idiomatic terms of phraseological origin. At the same time, attention is paid to the national-cultural labelling of such terminology. It is noted that translation can result in both the loss of cultural information contained in idiomatic terminological units and its translation, full or partial [Tarnaeva, 2009 (a); Tarnaeva, 2017 (a); Tarnaeva, 2017 (b)]. Special

attention is paid to the translation of idiomatic terms that may have several correspondences in the target language. It is emphasised that the choice of translation variant is primarily conditioned by the professional sphere of the term's functioning, and it should be taken into account that even within the same professional sphere the choice of translation correspondence depends “on a number of factors, in particular, on the genre of the text, on the target audience, on the specifics of object nomination in different areas of the same professional sphere” [Tarnaeva, 2021: 42].

It is noted that the information-expressive complex consisting of national-ethnic and figurative components and constituting the meaningful core of a phraseological unit is the most difficult to translate. Therefore, in the process of translation activity it is important to take into account the peculiarities of the national-cultural colouring and divergence of emotional-expressive shades of phraseological units in both languages. To solve such problems, researchers suggest the most typical methods of translating phraseological units: 1) full phraseological equivalent; 2) phraseological analogue / relative equivalent; 3) tracing; 4) descriptive translation. Also in some cases such methods as variant correspondence and antonymic translation can be used [Panasenka, Zuikova, Omelchenko, 2018; Maksimova, Bakulina, Mineeva, 2018].

Researchers argue that due to the high degree of idiomaticity of institutional discourse texts, the ability to translate PU is one of the most important components of a translator's professional competence in professional communication. This ability provides a set of knowledge, skills and abilities necessary for recognising PU in texts, interpreting them and translating their meaning by means of the target language [Tarnaeva, Osipova, 2016 (b); Tarnaeva, 2017 (a); Tarnaeva, 2021; Osipova, 2017].

E. S. Osipova notes that students often resort to the use of neutral lexical means, transferring the general meaning of PU, which leads to the loss of national-cultural specificity of the source text and incorrect understanding of the translated message, i.e. to communicative failure. Therefore, the author considers it necessary to form idiomatic competence among translators in the sphere of professional

communication. In the author's opinion, idiomatic competence should include the following components: rhetorical (it implies knowledge of linguistic means necessary for the stylistic design of professional texts and the ability to use them in the process of translation), linguocultural (represented by knowledge and skills that allow to identify and further translate culturally labelled information embedded in PU), technical (it implies knowledge of translation transformations and the ability to use them in translating PU in order to adequately convey the meanings inherent in them) and instrumental (includes knowledge and skills in using corpus linguistics resources as one of the main means of network ICT). The comprehensive mastery of the knowledge and skills inherent in these components ensures the effective formation of not only the idiomatic, but also the communicative competence of students as a whole [Osipova, 2017].

Thus, the analysis of programme documents and available research works on the problem of teaching professionally oriented discourse has shown that today there are contradictions between:

- the requirements of the Federal State Standard of Higher Professional Education to the qualification characteristics of future specialists in the field of international relations and insufficient focus on the formation of translation skills in this contingent of students;

- high potential of the professionally oriented discipline “Foreign Language, English”, implemented within the framework of the above-mentioned fields of study, and the practical solution of the problem of teaching students specializing in international relations to translate PU functioning in political discourse.

The presence of these contradictions determines the *relevance* and *prospects* of scientific-theoretical research and practical developments aimed at solving the problem of forming the skills to convey the meaning contained in phraseological units when translating texts of political discourse in bachelors of international relations.

These contradictions determined the choice and formulation of the thesis topic, which is “Teaching students specializing in international relations to translate phraseological units of English political discourse into Russian”.

The *aim* of this thesis is to develop a theoretically grounded and experimentally tested methodology of teaching students specializing in international relations to translate PU functioning in English political discourse into Russian.

The *object* of this study is the process of formation of skills and abilities to convey the meaning of PU functioning in English political discourse by means of the target language in students specializing in international relations.

The *subject* of the study is the development of methodology aimed at teaching this contingent of students to translate PU of English political discourse into Russian.

In connection with the goal set, the *hypothesis* that determines the whole course of the study was formulated as follows: teaching students specializing in international relations to translate PU functioning in English political discourse into Russian will be effective if:

- training is based on a discourse-oriented approach, according to which the educational process is built taking into account the main characteristics of political discourse;
- the formation of PU translation skills is included in the thematic focus of foreign language classes;
- the basis of the educational and speech material consists of authentic texts of English political discourse of various genre and stylistic orientation, taken from English-language online media resources and official websites of English-speaking political structures;
- teaching translation of PU is based on the methodological technology, which is a complex of methodological techniques organized in a certain way, which is, on the one hand, aimed at mastering theoretical knowledge about the basic properties of phraseological units, their functions in texts of this type of discourse and methods

of their translation into Russian; on the other hand, aimed at practical mastery of the basic methods of translating phraseological units into Russian.

In order to achieve the goal set and test the provisions of the hypothesis, it was necessary to solve a number of *tasks*:

- 1) to analyse the regulatory documents of federal and local levels on teaching professionally-oriented English;
- 2) to determine the role and place of teaching the translation of phraseological units within teaching professionally-oriented English;
- 3) to study works in the field of discourse theory related to the problems of political discourse;
- 4) to describe the main characteristics of this type of discourse;
- 5) to analyse the works that investigate the problem of the functioning of phraseological units in English political discourse;
- 6) to consider the definition and classification of phraseological units;
- 7) to identify the main types of PU that are frequent in English political discourse;
- 8) to study the scientific literature covering the main methods of translating PU from English into Russian;
- 9) to identify the factors contributing to a positive or negative impact on the formation of skills and abilities in this contingent of students to convey the meaning of PU of English political discourse by means of the target language;
- 10) to analyze textbooks on teaching English to students specializing in international relations for the purpose of teaching them to translate PU into Russian;
- 11) to describe the principles of discourse-oriented approach as the basis for the methodology of teaching students specializing in international relations to translate PU of this type of discourse into Russian;
- 12) to develop the content of teaching aimed at the formation of the skills of translation of PU functioning in English political discourse into Russian in this contingent of students;

13) to determine the criteria for selecting teaching-speech material within the framework of the developed methodology;

14) to develop a methodological technology aimed at developing the skills of translating PU of English political discourse into Russian in students specializing in international relations;

15) to verify experimentally the effectiveness of the methodological techniques proposed in this study aimed at teaching this contingent of students to translate PU of English political discourse into Russian.

The following *methods* were used to solve the tasks set and test the hypothesis offered:

- studying and analysing Russian and foreign literature in the field of linguistics, translation studies, discourse analysis, linguodidactics and foreign language teaching methods;

- analysing regulatory documents of federal and local importance in the areas in which specialists in the field of international relations are trained;

- the method of continuous sampling, carried out in the process of selecting language and speech material used in the development of a complex of methodological techniques and during the training experiment;

- analysing and summarising the results of observation of the learning process and questionnaire;

- training experiment with subsequent mathematical and statistical processing of the obtained data.

The *theoretical and methodological basis* of the present thesis was:

- the works of Russian and foreign scientists in the field of discourse theory (N. D. Arutyunova, R. Vodak, A. P. Zanitko, V. I. Karasik, V. B. Kashkin, A. A. Kibrick, M. L. Makarov, T. A. van Dijk, Z. Harris, D. Shifrin, etc.);

- studies on political discourse (E. V. Bakumova, A. N. Baranov, O. V. Gaikova, O. L. Mikhalyova, A. B. Khalatyan, A. P. Chudinov, E. I. Sheigal, etc.);



- works in the field of idiomatics and phraseology (V. V. Vinogradov, S. G. Gavrin, A. V. Kunin, V. M. Mokienko, A. G. Nazaryan, L. P. Tarnaeva, V. N. Telia, N. M. Shansky, etc.);

- works in the field of theory and practice of translation (L. S. Barkhudarov, V. S. Vinogradov, V. N. Komissarov, L. L. Nelyubin, Y. I. Retsker, V. S. Slepovich, S. V. Tyulenev, A. V. Fedorov, etc.);

- provisions of the discourse-oriented approach in teaching professionally-oriented communication (N. N. Gavrilenko, V. V. Datsyuk, Y. A. Komarova, O. V. Lushchinskaya, O. G. Plekhova, L. P. Tarnaeva, O. I. Ulanovich, etc.);

- works in the field of linguodidactics and methods of teaching foreign languages (I. L. Bim, N. D. Galskova, N. I. Gez, R. K. Minyar-Beloruchev, I. V. Rakhmanov, G. V. Rogova, E. N. Solovova, S. F. Shatilov, A. N. Shchukin, etc.);

- works on the problem of teaching translation, particularly in the sphere of professional communication (E. V. Alikina, N. N. Gavrilenko, V. N. Komissarov, E. S. Osipova, T. S. Serova, L. P. Tarnaeva, etc.).

The *scientific novelty* of this thesis research lies in the following:

- development of a theoretically grounded and experimentally tested methodology of teaching this contingent of students to translate PU of English political discourse into Russian;

- identification and description of constitutive and linguistic features of English political discourse in linguodidactic perspective;

- identification of types of phraseological units differing in frequency in a given type of discourse from the linguodidactic point of view;

- development of criteria for the selection of linguistic (PU) and speech (text) material for teaching students specializing in international relations to convey the meaning of phraseological units of this type of discourse by means of the target language;

- identification of the nomenclature of knowledge, skills and abilities that students specializing in international relations should master in order to carry out translation of PU functioning in English political discourse into Russian;

- development of the methodological technology aimed at teaching students specializing in international relations to translate PU of English political discourse into Russian.

The *theoretical significance* of the study is as follows:

- identification and description of the main features of the English political discourse from the linguodidactic perspective;

- designation and description of the features of the formation of phraseological units of English political discourse based on a metaphorical reinterpretation of the names of real world objects;

- linguistic substantiation of the principles of selecting teaching and speech material for solving tasks in conditions given;

- clarification of the principles of discourse-oriented approach in teaching a foreign language in relation to the formation of skills of transferring the meaning of PU of this type of discourse by means of the Russian language in students specializing in international relations;

- specification and description of pedagogical conditions that can have a positive or negative impact on learning outcomes in order to form the above mentioned skills;

- expansion of the component composition of the content of English language teaching for students specializing in international relations by introducing a component aimed at teaching students to convey the meaning of PU functioning in English political discourse by means of the target language.

The *practical significance* of the research lies in the following:

- the results of the research can be used in lecture courses on teaching the translation of phraseological units and in designing textbooks for teaching professionally-oriented foreign language;

- the methodological technology proposed in the research can be applied to form the abilities of translating PU of English political discourse into Russian within the framework of the professionally-oriented discipline “Foreign language, English”, which is included in the content of educational programs in the fields of study 41.03.04 Political Science, 41.03.05 International Relations, 41.03.01 Foreign Regional Studies, 41.03.06 Public Policy and social Sciences, 42.03.02 Journalism, 58.03.01 Oriental and African Studies;

- the results obtained in the course of the research can be used as a basis for the development of methodological models for training future specialists in the field of international relations in translation and use of phraseological units of English political discourse in speech.

***Base of the study.*** Federal State Autonomous Educational University of Higher Education “Peter the Great St. Petersburg Polytechnic University”. The experimental study covered the students of the educational programme of Bachelor's degree “Regional International Cooperation” in the period from February to December 2023 (semesters 4 and 5).

***Approbation*** of theoretical provisions and results of the research was carried out in presentations at: a) II International Scientific and Practical Conference “Translation Discourse: Interdisciplinary Approach”, Simferopol, 2018; b) XXVIII International Scientific and Practical Conference “New in Linguistics and Methodology of Teaching Foreign and Russian Languages”, St. Petersburg, 2018; c) II International Scientific and Practical Conference ‘Translation Discourse: Interdisciplinary Approach’, Simferopol, 2019; d) IV International Scientific and Practical Conference “Translation: Interdisciplinary Approach”, Simferopol, 2019; e) IV International Scientific and Practical Conference “Translation: Interdisciplinary Approach”, Simferopol, 2019; f) II International Scientific and Practical Conference “Translation Discourse: Interdisciplinary Approach”, Simferopol, 2018. The main provisions of the work are reflected in 9 publications, 3 of which are included in the list of peer-reviewed scientific journals of the Higher Attestation Commission.

The *scope and structure* of the thesis is determined by the aim and objectives of this work. The thesis research with a total scope of 208 pages consists of an introduction, three chapters with conclusions, conclusion and 4 appendixes. The list of literature used includes 286 titles, including electronic sources. The Appendix part to the thesis includes 1) a questionnaire for students used in the diagnostic stage of the experimental research (Appendix 1); 2) table of critical values of the Student's t-test (Appendix 2); 3) a list of PU of English political discourse that can be included in the corpus of language material (Appendix 3); 4) an example of a fragment of a lesson aimed at developing skills and abilities of translating PU of English political discourse into Russian in students specializing in international relations (Appendix 4).

The *main scientific results* obtained in the course of the study are outlined below.

1. The theoretical and methodological explanation of the methodology of teaching future specialists in the field of international relations to translate idiomatic speech units of the phraseological level is given [Tarnaeva, Shavrova, 2021 (b), P. 24-34], [Shavrova, 2022, P. 150-159].

2. It is established that English political discourse has a significant degree of idiomaticity due to the use of idiomatic speech units of the phraseological level. It is proved that the idiomaticity of this type of discourse manifests itself at the lexical, grammatical and phraseological levels. It is revealed that this feature gives political discourse such characteristics as expressiveness, increased emotionality, sharpness, unpredictability of speech behavior of the participants in political communication and contributes to the achievement of goals [Tarnaeva, Shavrova, 2021 (b), P. 24-34], [Tarnaeva, Shavrova, 2017, P. 168-172].

3. The principles of selecting the teaching and speech material, which served as the content basis for the methodological technology aimed at teaching future specialists in the field of international relations to translate phraseological units of foreign-language political discourse, are determined. The selection of teaching and speech material is based, on the one hand, on the genre differentiation of this type of

discourse, on the other hand, on the functional role of phraseological units in English political discourse [Shavrova, 2019, P. 429-434], [Shavrova, 2022, P. 150-159].

4. The methodological technology aimed at developing the abilities of translating idiomatic speech units of phraseological level into Russian in students specializing in international relations is developed. This technology is based on theoretical and practical modules. The theoretical module is presented in the form of comments to exercises and is aimed at acquiring basic knowledge about phraseological units, their classifications and peculiarities of their functioning in texts of English political discourse. The practical module is a complex of non-communicative, conditional-communicative and authentic-communicative exercises, the purpose of which is to form the abilities of transferring the meaning of phraseological units by means of the target language [Shavrova, 2020, P. 406-410].

Based on the hypothesis offered in this study, the following *provisions* are submitted for defence.

1. The formation of skills of translating PU of English political discourse into Russian is one of the important tasks in the training of future specialists in the field of international relations, since these types of speech units are characterised by their frequency in various genres of this type of discourse.

2. The following types of phraseological units are accepted as the minimal units of selection of educational and speech material: phraseological fusions, phraseological unities, phraseological combinations, communicative phraseological units. This language material is included in the complex of methodological techniques in accordance with the peculiarities of their functioning in political discourse. The selected PU are represented by the following groups: (a) PU used both in institutional and personal discourse; (b) PU found, besides political, in other types of professional discourse; (c) PU, which are used exclusively in the political sphere.

3. Authentic texts taken from English-language online media resources and official websites of English-speaking political structures, which form the basis of the

methodological techniques proposed in the research, allow students to immerse themselves in the natural communicative environment of this professional sphere during English classes.

4. The methodological technology aimed at teaching students specializing in international relations to translate PU of English political discourse into Russian includes two modules – theoretical and practical. The theoretical module is represented by commentaries that provide information about the concept of phraseological units, their features, typology, peculiarities of their functioning in this type of discourse. The main emphasis in the commentaries is on highlighting the main methods used for translating the meaning of English PU into Russian. The practical module includes non-communicative (Learning and translating phraseological units), conditional-communicative (Practicing and translating phraseological units) and authentic-communicative (Translating texts with phraseological units) exercises.

# **CHAPTER 1. THEORETICAL EXPLANATION OF THE METHODOLOGY OF TEACHING STUDENTS SPECIALIZING IN INTERNATIONAL RELATIONS TO TRANSLATE PHRASEOLOGICAL UNITS OF ENGLISH POLITICAL DISCOURSE INTO RUSSIAN**

## **1.1. Political discourse as an institutional category**

### **1.1.1. Approaches to defining discourse**

Today, there are various approaches to the definition of discourse in both Russian and foreign linguistics. It is known that discourse analysis as a separate direction in linguistics began to develop actively in the second half of the twentieth century in the West. Linguists paid close attention not to the language system itself, but to the functioning of linguistic means in speech [Makarov, 2003].

The origins of the development of this direction in linguistics were the works of many scientists, in particular, W. von Humboldt, who argued that it is possible to judge the functioning of language only by language use [Humboldt, 1984]. In this regard, the researcher distinguished the concepts of “language” and “speech”: “language is formed by speech, and speech is an expression of thought or feeling” [Ibid.: 163]. Language is a set of ways and methods by means of which language activity, i.e. speech (thought), is realised; and speech, directly, is the result of human creative (mental) activity [Ibid.]

The same idea runs through the works of the outstanding representative of the Kharkov linguistic school, A. A. Potebnya, who considered language as a means of creating thought [Potebnya, 1989].

A significant role in the emergence of discourse theory was played by the ideas of the Swiss linguist F. de Saussure, who distinguished between language (*langue*), speech (*parole*) and speech activity (*langage*). Language was understood by the scientist as a system of signs that connects meaning with acoustic image, and speech – as “an individual act of will and understanding” [Saussure, 2004: 256]. Accordingly, F. de Saussure distinguished between external and internal linguistics,

believing that internal linguistics should be concerned with the study of language as a system, and external linguistics should study the relationship between language and the historical conditions of its existence and social conditions, which later allowed us to speak about the social situation as a component of discourse.

The ideas of the Prague school of structural linguistics that speech activity has different functions and forms of their realisation within a certain communicative situation have become one of the key components of discourse analysis. The doctrine of topical sentence membership, developed by one of the founders of this linguistic school, W. Mathesius, is important in this respect. As noted in studies, the allocation of the topic and rhema of an utterance determines its functional perspective [Mathesius, 1967; Ivanov, 2009].

The views of the representatives of ethnolinguistic direction in linguistics are of no small importance for the creation of the discourse theory. American anthropologist and linguist F. Boas spoke about the influence of a language on the culture of its speakers. In this case, language in its development follows the needs of culture [Boas, 1964]. These thoughts were reflected in the views of linguists dealing with the problem of discourse in the second half of the 20th century.

There are many definitions of the concept of “discourse”. Thus, the American linguist Z. Z. Harris understands discourse as a sequence of sentences spoken (or written) in a certain situation: “the sentences spoken or written in succession by one or more persons in a single situation” [Harris, 1952: 3]. Thus, the scholar pointed out the necessity of studying the use of language and linguistic units within a certain context.

In the second half of the twentieth century in Russian linguistics there was a tendency to distinguish between the concepts of *text* and *discourse*. This problem plays an important role in linguodidactics, as its study allows creating educational models depending on the learning objectives, as well as solving questions concerning the selection of teaching and speech material.

Today, there are several approaches to the distinction between text and discourse in linguistics [Sheigal, 2000].



According to one of them, discourse is considered as a *linguo-social phenomenon*, i.e. conditioned by the social situation of communication, and text – *linguistic*. Thus, M. Halliday pointed out the close relationship between the grammatical structure of language and the social and personal needs of communication actors. In this regard, the researcher identified three metafunctions of language: 1) interpersonal (reflects the specificity of relationships between the participants of communication in a particular situation); 2) substantive (responsible for the content component of communication); and 3) textual (provides semantic and formal coherence of texts) [Halliday, 1978]. Thus, M. Halliday, having outlined the inseparable connection between language and the social aspect, outlined several approaches to the definition of the term “discourse”, in particular: 1) discourse is considered as a social phenomenon occurring within a certain situation [Sinclair, Coulthard, 1975]; 2) discourse is a social construct of reality, a type of social practice [Fairclough, 1995]; 3) discourse is understood as a coherent text [Brown, Yule, 1983; Dijk, 1985; Nunan, 1993].

The idea of the social origin of discourse was continued by G. Kress. The researcher notes that discourse is communication conditioned by social institutions and social relations, which is clearly manifested in the types of discourse corresponding to a particular sphere of communication (e.g., legal discourse, medical discourse, etc.). The author emphasises that the specificity of any kind of discourse is realised through its linguistic form, which is presented in the text – the result of such communication, and any text can be the result of many kinds of discourse, since its linguistic design is characterised by variation. That is, discourse is realised in and through text [Kress, 1985].

G. Brown and G. Yule consider a text as a verbal representation (“verbal record”) of a communicative act. The researchers believe that it is impossible to analyze discourse based only on linguistic forms, language is studied in use, i.e. in a broad socio-cultural context [Brown, Yule, 1983].

E. Benveniste argued that linguistic signs form discourse: “with a sentence we leave the realm of language as a system of signs and enter another world, the world

of language as a means of communication, the expression of which is discourse” [Benveniste, 1974: 139]. The scientist emphasized that the object for analyzing an utterance is the act of its production, not the text of the utterance itself [Ibid.].

T. A. van Dijk understands discourse as “a complex communicative phenomenon that includes, in addition to the text, extra-linguistic factors (knowledge about the world, opinions, attitudes, goals of the addressee) necessary for understanding the text”, “it is a speech stream, language in its constant movement, incorporating the diversity of the historical era, individual and social characteristics of both the communicant and the communicative situation in which the communication takes place” [Dijk 1989: 8].

In the context of this approach, N. D. Arutyunova proposes to consider discourse as “a coherent text in conjunction with extra-linguistic – pragmatic, socio-cultural, psychological and other factors; a text taken in the event aspect ... Discourse is speech immersed in life” [Arutyunova, 1990: 136-137].

This point of view is shared by S. I. Vinogradov, calling discourse “a completed communicative event consisting in the interaction of communication participants by means of verbal texts and other sign complexes in a certain situation and in certain socio-cultural conditions of communication” [Vinogradov, 1996: 139].

G. Cook in his monograph devoted to the study of advertising discourse considers discourse as the unity and interaction of text and context [Cook, 1992]. By text the author understands “linguistic forms, temporarily and artificially for the purpose of analysis isolated from the context” [Ibid.: 1], which is conditioned by linguistic, extra-linguistic, pragmatic parameters: physical storage of the text, video image (music and graphics), paralanguage (non-verbal means of communication), situation, co-text (preceding and following texts as elements of the same discourse), intertext (text functioning in another type of discourse, but related to the original and influencing its perception), participants of communication, function [Ibid.].

E. I. Sheigal believes that the concept of discourse encompasses the language system, speech activity and text. Consequently, it can be expressed by the formula: “discourse = sublanguage + text + context”. Text is understood as “created text +

previously created texts”; context includes such varieties as “situational context” and “cultural context”; and sublanguage is a certain system of special-oriented signs, a variant of the national language, reflecting the specifics of a particular sphere of communication [Sheigal, 2000].

From the point of view of communicative linguistics, discourse is interpreted as “a generally accepted type of speech behaviour of a subject in any sphere of human activity, determined by socio-historical conditions, as well as established stereotypes of organisation and interpretation of texts as components that constitute and display its specificity” [Manaenko, 2003: 23-24].

Thus, according to this concept, the text is considered as a unit of discourse.

The second approach implies the opposition of discourse and text as *process* and *result*, respectively. In the framework of this approach, discourse is considered as a processual phenomenon associated with real speech production, and text is considered as a product of this speech production, with its inherent finality and finality of the result [Brown, Yule, 1983; Kubryakova, Aleksandrova, 1997; Bisimalieva, 1999; Dymarsky, 1998]. Discourse emerges and is revealed in and through a text. Moreover, any text can be a realisation of several, sometimes competing and contradictory discourses, and, as a result, has the features of several varieties of discourse [Kress, 1985].

E. S. Kubryakova and O. V. Aleksandrova understand discourse as a cognitive process associated with the generation of speech, and the text, having a finished form, is the end result of the process of speech activity [Kubryakova, Aleksandrova, 1997].

M. Y. Dymarsky notes that discourse is “a way of transmitting information, not a means of its accumulation and multiplication; discourse is not a storage of information” [Dymarsky, 1999: 40]. It is this feature, according to the scientist, that distinguishes discourse from text.

The third approach considers discourse and text in the opposition “*actuality* – *virtuality*”. From this point of view, discourse is understood as “current speech activity in a given sphere” [Dymarsky, 1998: 19], “a coherent text created in speech”

[Konetskaya, 1997: 106]. Text, unlike discourse, has no connection with real time; it is a mental and abstract construct that finds its realisation in discourse [Schiffrin, 1994].

The notions of text and discourse can also be contrasted in the opposition “*oral (discourse) – written (text)*”. A number of linguists tend to believe that discourse is a concept related only to sounding speech, whereas text is correlated with the written form [Hoey, 1983; Coulthard, 1977; Turaeva, 1986]. However, V. V. Bogdanov argues that the terms “speech” and “text” are species in relation to the generic term “discourse”. Speech is related to the sounding form, it is spontaneous, non-normative, dialogical and elliptical. Text is a graphic representation of linguistic material, characterized by preparedness, normativity, deployment, it can be both monologic and dialogic [Bogdanov, 1993].

This paper adopts the point of view in the correlation between discourse and text as a set of procedural (discourse) and resulting (text) components of communicative activity. Discourse appears as a speech and mind activity of continuous processing of information coming from the outside, resulting in the generation of coherent statements that are united in the process of communication into a coherent whole – a micro- or macrotext [Tarnaeva, 2017 (a)].

### **1.1.2. Typology of discourse**

In modern linguistics there is no consensus on the typology of discourse and the principle that should be taken as a basis for classification. Many researchers (V. I. Karasik, A. A. Kibrick, V. B. Kashkin, A. P. Zagnitko, O. F. Rusakova, T. I. Popova, V. V. Krasnykh, etc.) have dealt with the problem of discourse typology, each of them taking one or another criteria as a basis.

One of the most common classifications of discourse is based on the channel of information transmission. According to this criterion, *written* and *oral* types of discourse are distinguished. Written discourse is characterised by a lower speed of utterance generation, but a higher speed of its perception in comparison with oral discourse. The features of written discourse also include the integrity of the message

(predicative structures are combined into sentences, and logically connected sentences into paragraphs, etc.) and its graphic representation. Oral discourse is characterised by synchronous generation and understanding of the message, fragmentation (oral speech is built on the basis of intonation units separated by pauses), obligatory spatial and temporal contact of discourse participants (involves the use of non-verbal means of communication, personal pronouns, expressive means, etc.), which is usually absent in written discourse [Kibrick, 2009; Khomutova, 2014].

These types of discourse often overlap in real communication (e.g., making notes while listening to an oral message), which allows us to distinguish in this typology of discourse a *mixed*, or *hybrid* type that combines the features of oral and written types of discourse [Kashkin, 2004].

Due to the intensive development of modern information technologies, we can talk about *electronic discourse*, which functions on a par with oral and written types of discourse and is based on the digital method of information transmission (forums, Internet blogs, chat rooms, SMS-communication, etc.). The main characteristics of this type of discourse include dynamism, transience, direct involvement of communicators, informality of communication, use of graphic methods of information transmission [Yusupova, 2010].

A number of researchers suggest differentiating discourse according to the form of communication. This approach distinguishes between *monological* and *dialogic* types of discourse [Kashkin, 2004; Zagnitko, 2008]. V. B. Kashkin also mentions the *polylogical* form of discourse organization, therefore, it, by analogy with dialogue and monologue, finds its expression in a specific discourse – polylogical [Kashkin, 2004].

A. P. Zagnitko, based on the criterion of address orientation, distinguishes *non-addressive*, or *quasi-addressive* (oriented to a specific audience, not an individual person, and represented by artistic, journalistic, scientific texts, etc.), and *addressable* (directed to a specific addressee and represented by texts of interpersonal communication) types of discourse [Zagnitko, 2008].

O. F. Rusakova, focusing on the discourse object, differentiates its following types: *everyday communication* (everyday conversations, rumors, etc.), *institutional* (medical, office, banking, army, etc.), *political* (actions, political institutions and ideologies, etc.), *marketing* (offers, advertising, etc.), *media discourse* (television, advertising, cinema, etc.), *public discourse* (civil speeches, PR), *business communication discourse* (business communications, business negotiations, etc.), *academic* (scientific disciplines, scientific communities, etc.), *art discourse* (music, fine arts, literature, etc.) and *cultural and attitudinal* (religious and philosophical movements, cultural epochs, etc.) [Rusakova, 2006].

A. V. Olyanich, taking human needs as a basis, puts forward his classification of discourse. The researcher notes that the number of discourse types grows with the increase in the number of human needs. Thus, there are *everyday discourse* (the need for continuation of the family), *business discourse* (the need for material goods), *mass-information discourse* (the need for information), *political discourse* (the need for power), *religious discourse* (the need for faith), *military discourse* (the need for security) and others. It is emphasised that some human needs have a complex character (complex needs) and cause a whole hierarchy of interrelated needs, which makes it possible to switch from one discursive system to another. For example, the need for power can be represented by: 1) the need for self-presentation and 2) material goods necessary to achieve the good goals set by the politician (presentational discourse); 3) the need to create the social order necessary for this (it is built on convincing the society of its necessity and is served by argumentative and mass-informational types of discourse); 4) the need to maintain it (it is realised through political discourse as a means of maintaining power and ritual discourse as a means of fostering power); 5) the need to form certain values based on it (a positive attitude towards power), as well as 6) the mythologization and aestheticization of power (reflected in the field of aesthetic, functional, pedagogical and historical-cultural types of discourse) [Olyanich, 2004].

From the position of the theory of intercultural communication, *national*

*discourses* (Russian, French, English, etc.) are distinguished. Based on the definition of the Russian national discourse proposed by V. V. Krasnykh, we can conclude that any national discourse is “a verbalised speech-thought activity understood as a set of process and result, possessing both linguistic and extra-linguistic plans and carried out in the national language by representatives of a certain national-linguistic-cultural community” [Krasnykh, 2001: 201]. The researcher notes that within the framework of one national discourse, there are various “modifications” – types of discourse adapted to one or another sphere of its functioning (poetic, political, legal, scientific, etc.). Such “modifications” are understood as texts belonging to and intended for representatives of a particular national-linguistic-cultural community [Ibid.].

It is noted that the sociolinguistic typology of discourse is relevant in linguodidactic terms, as this approach to understanding discourse allows focusing students' attention on the features of speech interaction between people who are representatives of various organisations and social institutions, which is particularly important in professionally oriented foreign language teaching, which is currently in high demand [Tarnaeva, 2022].

According to the sociolinguistic approach, two main types of discourse are distinguished in speech communication: *person-oriented (personal)* and *status-oriented (institutional)*. The first of them functions in informal communication and is characterized by dialogicality, pausing, ellipticity, significant content of non-verbal information [Sheigal, 2000; Karasik, 2002; Makarov, 2003; Tarnaeva, 2011, etc.].

Institutional discourse is a speech interaction of people who in the process of communication realise their status-role opportunities within certain social institutions, communication in which is the main part of their organisation. This type of discourse is characterised by the presence of social relations, its focus on solving certain social problems, and its influence on people's social interaction. It is also characterised by the presence of a definite structure, maximum speech restrictions, rather fixed change of communicative roles, less conditioned by the context, global

nature of goals. The main characteristics are also extended, extreme saturation of meanings, predominance of monologues, normativity of language means [Sheigal, 2000; Karasik, 2000 (a); Karasik, 2002; Makarov, 2003; Tarnaeva, 2009 (b); Tarnaeva, 2011].

In this paper, institutional discourse is understood as “*speech interaction of people seeking to realise their status-role opportunities within established social institutions, communication in which is an integral part of their organisation*” [Tarnaeva, 2017 (a): 21].

Within the framework of institutional discourse the following types are distinguished: pedagogical, religious, scientific, political, diplomatic, medical, administrative, legal, military, business, advertising, sports, mystical, stage and mass-information discourse. This list can be supplemented due to the fact that social institutions are historically changeable, can penetrate each other and, as a result, give birth to new varieties of discourse within one type [Karasik, 2000 (a); Karasik, 2002].

Political discourse is one of the types of institutional communication and has its own peculiarities in comparison with its other types.

### **1.1.3. Political discourse as a type of institutional speech communication**

Political language has attracted the attention of linguists relatively recently. The study of this type of discourse began in the 1950s in the West, namely in the Federal Republic of Germany. Domestic linguists began to show interest in this issue since the times of “perestroika”, when political communication ceased to be purely ritualistic [Sheigal, 2000].

The main goal of linguistic analysis of political discourse is to “uncover the mechanism of complex relationships between power, cognition, speech and behavior” [Hacker, 1996: 51].

One of the first to study the language of totalitarian regimes was the English writer J. Orwell. In the “Appendix” to his novel “1984” he pointed out such possibilities of language as manipulation of consciousness and exercise of social



power [Orwell, 1949]. In his work he also suggests the term “Newspeak”, which became quite popular at that time [Ibid.]. The author's reflections on the essence of the language of political regimes anticipated the provisions of the linguistic trend called “linguistic theory of truth management”. One of the brightest representatives of this concept are D. Bolinger and H. Weinrich. They note that the language of politics has a high manipulative potential and, as a result, acts as a powerful means of exercising social power. This effect is realised through a number of mechanisms based on linguistic means that allow conveying the “truth” to the mass addressee [Bolinger, 1980; Weinrich, 1987].

According to the formula “discourse = sublanguage + text + context” proposed by E. I. Sheigal, we can conclude that political discourse as an institutional category has its own specific sublanguage, which is understood as “a structured set of signs that form the semiotic space of political discourse” [Sheigal, 2000: 32].

The linguistic specificity of political discourse is conditioned by a number of factors: the addressee (speaker), direct addressee (opponent / colleagues) and addressee-observer (people), communicative intention of the message sender, strategic intent, tactical task, communicative expectations of the speaker, the genre within which political communication takes place, and cultural and situational norms [Mikhalyova, 2004; Mikhalyova, 2009; Khalatyan, 2011 (a); Khalatyan, 2011 (b); Chudinov, 2012]. The main feature of the language of politics is its accessibility for understanding by all members of the language community, as politics is the only professional sphere that is oriented to the mass addressee. Mass media appear to be the main medium of existence of political communication [Sheigal, 2000].

Thus, along with other types of institutional discourse, political discourse can be considered as institutional communication, which, unlike personal-oriented discourse, “uses a certain system of professionally-oriented signs, or, in other words, has its own sub-language (special vocabulary, phraseology and paremiology)” [Sheigal, 2000: 24].

This study adopts the definition proposed by A. N. Baranov and E. G. Kazakevich, who suggest that political discourse should be understood as “a

*set of all speech acts used in political discussions, as well as the rules of public policy, sanctified by tradition and tested by experience”* [Baranov, Kazakevich, 1991: 6].

Due to the transparency of discourse boundaries, it is often possible to observe the presence of characteristics of different types of discourse in one text. Political discourse, being accessible to the mass audience, has points of contact with other types of communication, and, therefore, absorbs some characteristics specific to these types of discourse.

Political discourse overlaps with *legal discourse* in the sphere of state legislation (texts of constitutions, laws). The two main functions of *advertising* – informing and influencing – find their realisation in the genres of political propaganda (posters, speeches, discussions, etc.) and agitation (speeches at meetings, leaflets, etc.). Political discourse is similar to *religious discourse* in suggesting certain actions and states (political slogans). Politics is one of the topics of *everyday discourse*, in the process of which communicators demonstrate their ability to orientate themselves in political life. Political discourse has the main elements of *sports discourse* (the presence of an opponent, the struggle of rivals, the ethics of the fight, the rules, strategy and tactics of the fight, victory, defeat, the triumph of the winner, the prize), which is manifested in the course of parliamentary debates and election campaigns. In addition, political discourse largely overlaps with the *discourse of mass media*, which, as E. I. Sheigal notes, is the main channel of political communication [Sheigal, 2000].

In this paper, when describing the discursive model of political discourse, we rely on the model of institutional type of discourse proposed by V. I. Karasik. The researcher distinguishes the following components: 1) participants, 2) chronotope, 3) goals, 4) values, 5) strategies, 6) material (subject matter), 7) varieties and genres, 8) precedent texts, 9) discursive formulas [Karasik, 2000 (b)].

The realisation of political interaction primarily comes from its participants. Political communication is predominantly institutional, hence, communication takes place between representatives of various social institutions, which is understood as

“a certain set of expediently oriented standards of behaviour in certain situations” [Osinovskaya, Moskvicheva, 1996: 235]. For political communication there is a certain set of rules of behaviour of communicators, which performs the function of establishing and maintaining power, which is reflected in the social roles characteristic of a given social institution [Sheigal, 2000].

Participants of communication in institutional discourse are representatives of institutions and clients. In political communication the client, as a rule, is mass or group, less often – individual. In this regard, E. I. Sheigal offers a classification based on the type of relations of participants and genres peculiar to a certain type of communication:

- 1) *communication between an institution and a citizen*: “citizen → institution” (letters or telegrams in support of / against the actions of a politician / political organisation, complaints or denunciations of citizens); “institution → citizen” (reception of citizens by a deputy or a conversation between a deputy and one of the representatives of the crowd during an address to the people, awarding, declaring gratitude);
- 2) *public-institutional communication*: “institution → society” (government decrees, decrees, laws, appeals, slogans, posters, public speech, radio address, presidential decree); “society → institution” (petitions, appeals, leaflets, posters, graffiti, voter's orders, speeches at rallies, voting at elections);
- 3) *communication between agents in institutions*: “institute representative → institute representative” (official correspondence, behind-the-scenes discussion, closed session); “institute → institute” (negotiations, meetings of political figures, parliamentary discussions, round table, president's message to Congress, party programme, inaugural address) [Sheigal, 2000].

In turn, V. I. Karasik attributes to the participants of public political discourse, first of all, the speaker, or political figure, who is the addressee and expresses the ideological position of the country at the state and world levels or acts as a candidate for elected office, seeking to create his own positive image in the eyes of voters, to present his programme in a favourable light. The competitive nature of this type of

discourse predetermines the types of addressees, among which there are supporters of the politician (professionally trained specialists, including media specialists, who work on the concept of the political leader and develop a scenario of his public actions, which in the eyes of other addressees should seem as natural and spontaneous as possible), representatives of the world community (diplomats and people of their countries and allies), opponents, and sometimes enemies, whom the speaker must convince of the correctness of his judgments by criticizing the opponent's actions [Karasik, 2018].

As for the role of the media as participants of political discourse, V. I. Karasik rightly notes that “the peculiarity of modern political language is that the media are the medium of its existence” [Karasik, 2002: 281]. A. P. Chudinov calls political communication carried out by and with the help of journalists one of the main varieties of political communication, as it is designed to influence the mass addressee. The purpose of a journalist is to attract the attention of the audience to a specific problem, to form its opinion on the ways of solving the problem, political party or political figure, to help politicians to realise their intentions. The researcher also emphasises that politically passive citizens draw information about politics, as a rule, in the form in which it is presented in the media [Chudinov, 2006].

However, the journalist is often equated with a “technical tool”, since his role as an active participant in discourse is quite insignificant, he acts only as an “intermediary”, a channel of communication between politicians and mass audiences. At the same time, it is noted that any media material dealing with political topics belongs to the field of political rather than media discourse: the less indirectly expressed in the genre “the voice of a political institution or a politician as a representative of the institution and as a person, the more central is the position of this genre in the field of political discourse” [Sheigal, 2000: 38-39].

The spheres of activity of an internationalist determine the specificity of *chronotopes* of political discourse. A chronotope is understood as the relationship between the temporal and spatial parameters of a text in order to convey a particular meaning [Bakhtin, 1975]. It is noted that “every discourse takes place in a certain

time and space (i.e. historically produced and interpreted)” [Vodak, 2011: 287]. The chronotope of discourse can be represented at the macro level (individual cities, regions, countries, social institutions or their groups, collective intentions) and micro level (place and time of realisation of a separate communicative event) [Dijk, 2015]. The place and time of functioning of political discourse have quite a wide range and can be characterised by the absence of clear boundaries. Thus, the chronotope of political discourse is the institutional environment – the time and place for political battles, election campaigns, meetings of political figures with representatives of the world community (heads of state, diplomats), opponents, journalists, voters, negotiations at the state and international levels, participation in national and international forums, summits and so on. Here, this type of discourse can be presented both in oral form (public speech of a political figure, interview with a politician, TV debates, etc.) and in written form (presidential decree, text of a law, etc.) [Arent, 2010; Khakieva, Usmanov, Abdulmazhidov, 2019].

The *purpose* of political discourse is the struggle for power and its retention through stabilisation and redistribution of power, convincing the addressees in the reliability of judgments made by politicians, emotional impact on the population, spreading “profitable” ideas and concepts, calling for some actions, creating their own positive image, denigrating the opponent and, thus, inspiring confidence [Sheigal, 2000; Karasik, 2002; Parshina, 2005; Ivanova, 2007; Khalatyan, 2010; Chudinov, 2012; Chernobrovkina, 2013; Sukhanov, 2018 and others].

The main purpose of political discourse determines its key *values*, which are reflected directly in the speeches of politicians and the representation of their activities in the media and are mainly reduced to justifying and defending their right to power. The discourse contrasts individual, microgroup (family, between friends), macrogroup (social, role, status, etc.), ethnic, universal and civilisational (for example, the values of modern global society) [Karasik, 2002]. A distinctive feature of political discourse is the constant emphasis on universal / general cultural, micro- and macro-group, traditional values accepted in a particular linguoculture, close and understandable to all citizens of the state, for example, “freedom”, “nation”,

“morality”, “career and prospects”, etc. [Arent, 2010]. Among the qualities of a politician reflecting the “eternal” values of the country we can single out honesty, integrity, purposefulness, commitment to their principles, solidarisation with the people, patriotism, will and competence. Only a decisive and strong-willed person is capable of governing a social movement or a country. The leader of a social institution functioning in the sphere of international relations needs to understand and take into account the interests of subordinates and voters, to protect the group of people he represents in case of conflict, relying on the principles of morality, as well as to adhere firmly to the positions of his chosen ideology. All these factors are determinant for a politician's image [Sheigal, 2000; Bakumova, 2002; Khakieva, Usmanov, Abdulmazhidov, 2019].

The value aspects of political discourse are reflected in its central concepts and are actualised depending on the local-temporal parameters: “power”, “politician”, “people”, “nation”, “state”, “unity”, “good”, “goal achievement”, “interest”, “freedom”, “peace”, “security”, “justice” [Sheigal, 2000; Gavrilova, 2004; Ivanova, 2007; Levenkova, 2009; Sentsov, Muratova, Onishchenko, 2015; Demkina, 2020].

The concept of *precedent texts*, which are a kind of “password” in the transmission of the “code” existing in the minds of linguocultural representatives in the form of textual concepts [Slyshkin, 2000]; “a complete and self-sufficient product of speech and mind activity, the algorithm of perception of which is predetermined” [Alikina, Kushnina, 2009: 10].

Defining a precedent text, Y. N. Karaulov singles out its main characteristics: textuality and common knowledge; emotional and cognitive value; reinterpretability in other types of texts [Karaulov, 2007]. Reference to precedent texts can be made only under the following conditions: 1) awareness by the sender of the message of the fact of the used reference; 2) familiarity of the recipient with the translated text and his ability to interpret the reference to this text; 3) awareness by the addressee of the assumption of understanding by the recipient of the given text, i.e. possession of “cultural literacy” [Slyshkin, 2000].

According to V. V. Krasnykh's classification, precedent phenomena are differentiated into: 1) social-precedent; 2) national-precedent; 3) universal-precedent [Krasnykh, 2002].

Precedent texts can be represented by verbal texts of different length (from proverbs to epics), as well as non-verbal precedent phenomena (musical works, paintings, sculptures, etc.). The corpus of precedent texts, easily recognisable by communicants, is replenished depending on the historical events taking place in the course of linguistic community development [Karasik, 2002; Krasnykh, 2002; Karaulov, 2007].

To the precedent texts of political discourse researchers include phraseological phrases, proverbs, sayings, titles and quotations from works of fiction, titles of films, TV series, lines from popular songs, colloquial sayings, historical and mythological persons, events, concepts, political slogans, advertising texts, slogans, biblical quotations, expressions from prayers, games, precedent names (e.g., characters) and titles [Butakhina, Filipova, 2012; Rasinskaya, 2014].

One of the important features of discourse, from the point of view of V. I. Karasik, is *theme*. The theme of political discourse is considered as a semantic orientation, which is reflected in a set of semantically related words and combinations, in argumentative acts, in chronotopes, etc. [Baranov, Mikhailova, Satarov, Shipova, 2004, etc.]. The set of discourse topics can be “constant” and “variable” depending on the parameters of place and time [Ivanova, 2007]. It is noted that the topics of political discourse are mainly represented by issues related to the functioning of various branches of government and socio-economic development [Astafurova, Gaikova, 2003; Baranov, Mikhailova, Satarov, Shipova, 2004].

Political discourse, like any type of discourse, has a characteristic *genre diversity* due to the main purpose of this type of discourse – the struggle for power and retention of power [Sheigal, 2000; Shmeleva, 2007; Alyoshina, 2016; Tarnaeva, Shavrova, 2021 (c); Shavrova, 2022]. Genre defines the norms of communicative interaction within a particular type of discourse and establishes the speech role, or status, of the speaker and listener [Petrukhina, 2009].

Both in Russian and foreign linguistics there are different approaches to its definition. A speech genre is understood as “verbal and sign design of typical situations of social interaction of people” [Sedov, 2007: 8]; an institutionalised standard of social communication, a kind of mediator between the individual and the social, which gives an idea of the interaction of the linguistic aspect with the social [Vejbicka, 1997; Chilton, 2004; Caballero, 2008].

According to E. I. Sheigal, depending on the nature of the leading intention, the genres of political discourse are divided into *ritual* genres with the dominance of integration phatics (inauguration speech, anniversary speech, traditional radio or TV address of a politician), *orientational* (party programme, constitution, presidential message on the state of affairs in the country, report, decree, agreement) and *agonal* (slogan, advertising speech, election debates, parliamentary debates, interview) [Sheigal, 2000].

On the basis of formality / informality, the researcher identifies the following genres: 1) conversations about politics in the family, with friends, with strangers, with random fellow travelers, jokes, rumors (this communication is characterized by an atmosphere of trust, an unofficial source of information and a communication channel; since this is interpersonal communication, we can talk in this case about the intersection of political discourse with everyday discourse); 2) samizdat leaflets and graffiti that carry a critical assessment of what is happening (in this case, a person is a representative of the whole society, addressing his message to institutions; as a rule, the language of these genres is not regulated); 3) telegrams and letters from citizens as a sign of support / protest (the addressee is a politician or an institute, therefore the communication channel is official); 4) a political scandal (it is a point of contact between personal and institutional discourses; the source of information can be both official and unofficial; the communication channel is official, since scandalous events are made public; the language of communication is not strictly regulated); 5) press conferences (communication at the level of “politician – citizens” through mass media; in this type of communication, there is a connection between political discourse and media discourse); 6) public political



discussions (communication on at the “politician – politician” level); 7) public speeches, speeches of political leaders (communication at the “politician – society / large social groups” level); 8) laws, decrees and other political documents (communication at the “state – the whole society” level); 9) international negotiations, official meetings of heads of state (communication at the “state-to-state” level) [Sheigal, 2000].

Depending on the field structure of political discourse, *prototypical genres* (characteristic only of political discourse: parliamentary debates, a politician's public speech, a slogan, negotiations, etc.) and *peripheral / marginal genres* (located on the borders of the intersection of different types of discourse: conversations about politics, interviews, anecdotes, graffiti, cartoons, etc.) are distinguished [Sheigal, 2000].

O. N. Grigorieva considers the genres of political discourse from the point of view of belonging to one or another genre of journalistic style: 1) newspaper genres (reportage, essay, feuilleton, article); 2) television genres (news report, live dialogue, analytical program, interview); 3) oratorical genres (public speeches of politicians, speeches at a rally, slogans, debates); 4) communicative genres (press conference, meeting “without a tie”, summit); 5) advertising genres (advertisement announcement, advertising essay) [Grigoryeva, 2000].

In turn, J. W. Siegmann distinguishes three hypergenres in modern political discourse: 1) political documents (related to the representation of party ideology and is characterised by a rigid form of text construction, logical structure, abundance of general judgments, predominance of informative function over agitational and influential and rational methods: programme, manifesto, charter, the texts of which have completed composition-genre blocks, declaration, resolution, statement, functioning in other hypergenres in the form of ready-made texts-inserts); 2) pre-election agitation (genre blocks form the connection of political discourse with everyday discourse, official-business communication, journalism and advertising, which is manifested in its intra-genre variation: pre-prepared written (election platform, personal appeal, interview, autobiography, address addresses, programme

theses, personalised election platform, recommendation) and oral (political advertising, personalised political advertising) texts published during the election campaign and characterised by logical structure (especially in written form), relatively strict regulation of the message and equally rational and emotional character of the presentation); 3) political debates (differ in the formality of communication involving the personal sphere to defame and discredit the opponent, the dominance of the influencing and agitation function, evaluative, conflict-manipulative type of presentation, readiness for the “invasion” of genres from other types of discourse, the predominance of emotional methods of influence) [Siegmann, 2003].

One of the discourse components are *communicative strategies* that realise the addressee's goals in a particular situation and ensure the uniqueness and individuality of a particular genre [Petrukhina, 2009; Sukhanov, 2018].

Communicative strategy is defined as “a set of speech actions aimed at achieving a communicative goal”, which “includes planning the process of speech communication depending on the specific conditions of communication and personalities of communicators, as well as the implementation of this plan” [Issers, 2011: 181].

Among the leading strategies of English political discourse, researchers emphasise the following: *argumentative* (aimed at forming a certain point of view in the addressee, which allows the politician to influence the behaviour and model of the world of his listeners) [Parshina, 2005; Shelestyuk, 2008]; *manipulative* (aimed at introducing into the mind of the recipient certain attitudes, desires, intents that do not correspond to his own) [Bykova, 1999; Popova, 2002]; *persuasive* (consists in inducing the addressee to perform certain actions that correlate with the addressee's goals) [Golodnov, 2002; Parshina, 2005]; and *contact-forming* (serves to build relations between the politician and the recipient, to incline the latter to the side of the statesman; the frequency of its use is explained by the attempt of politicians to establish, maintain or terminate contact with both foreign colleagues and voters) [Torbik, 2016; Tarnaeva, Shavrova, 2017].

Communicative strategies of political discourse, in turn, are realised through speech tactics, which are a set of speech techniques conditioned by the addressee's intention and mediated by linguistic means (phonetic, grammatical, lexical and stylistic) [Mikhalyova, 2009]. It is worth noting that the assignment of tactics to a particular strategy is conditional, as one and the same tactic can act as a means of realising different strategies [Torbik, 2016, Tarnaeva, 2017 (a)].

Researchers distinguish private and general tactics [Parshina, 2005; Chernobrovkina, 2013; Filatova, 2014; Torbik, 2016]. For example, *tactics of self-glorification, demonstration of professional success, gratitude, praise, recognition of the existence of a problem, indicating the way to solve the problem* realise the argumentative strategy. *Tactics of opposition, criticism, insult, accusation, hyperbolisation of one's merits, exaggeration, distortion of the real state of affairs, justification, contestation* are the embodiment of manipulative strategy. Persuasive strategy is represented by the *tactics of promising, appealing, pointing to the future, indicating the way to solve the problem*. The contact-forming strategy can be implemented thanks to the *tactics of solidarisation, identification, unity and consideration of the addressee's value orientations*. Meanwhile, such tactics as *contrast, illustration, accentuation of positive information, contrastive analysis, reasonable evaluations, clarification, commenting* are effective embodiment of argumentative and persuasive strategies. Manipulative and contact-forming strategies are realised with the help of *tactics of appealing to the addressee's emotions, taking into account his / her value orientations, self-glorification*.

The unit of speech tactics is speech acts, which are built on the basis of linguistic units of different levels. Knowledge and skilful use of these communicative strategies and tactics by politicians ensures effective impact on mass consciousness [Tarnaeva, Shavrova, 2017; Tarnaeva, Shavrova, 2021 (a)].

An important component of discourse, according to V. I. Karasik, is *discursive formulas*, which are understood as “peculiar turns of speech, peculiar to communication in the relevant social institution” [Karasik, 2002: 233]. E. I. Sheigal, relying on the functional triad of political discourse “integration –

orientation – agonality (aggression)”, operates with a different term – specialised signs. The researcher notes that the corpus of the semiotic space of this type of discourse is represented by *specialised* (both verbal and non-verbal) and *non-specialised* (transposed) signs. Specialised signs are originally inherent to the language of politics and contribute to the implementation of the functions of political discourse, whereas transposed signs are not oriented to this sphere of communication, but acquire meaningful specificity due to their functioning in it (e.g. personal pronouns) [Sheigal, 2000].

Thus, operating with the term proposed by V. I. Karasik and relying on the functional types of signs proposed by E. I. Sheigal, among the main discursive formulas of political discourse we can distinguish the following:

- *discursive formulas of orientation*: nominations of political institutions, seats of power, institutional roles, names of politicians, etc. (*the White House / Белый дом; the treasury / государственное казначейство; political campaign / политическая кампания; the Green Party / партия «зелёных»*);

- *discursive formulas of integration*: non-verbal signs (coat of arms, anthem, flag, emblems of political parties and movements, images of political figures, sculptures of prominent leaders, ritual actions, etc.) and verbal signs, which include lexemes of unity, solidarity, support, establishing contact with the audience (inclusive pronoun *we / мы*), lexemes of co-operation (*together / вместе; our / наши; united / объединённый*), lexemes with the connotation “I am one of you” (*friends / друзья; brothers and sisters / братья и сёстры*), participle formulas (*I’m like you ... / Я, как и вы ...*), grammatical forms of 1st person plural (*We won’t let them ... / Мы не позволим им ...*) and others;

- *discursive formulas of agonality*: specialised signs of aggression – markers of “foreignness”, which can be represented by abusive, derogatory vocabulary (*piece of trash / мерзавец; bad guy / негодяй*), nicknames (*Donald Duck* – a comparison of former US President D. Trump with a duck from a Walt Disney cartoon; *Tricky Trump* – this nickname characterises D. Trump as a cunning and clever politician), lexemes with negative connotations (*fascist / фашист; dictator / диктатор; racist*

/ *расист; occupation / оккупация; robbery / кража*), lexemes with markers of foreignness, distancing, distrust (*they / они; foreign / зарубежный; so called / так называемый*), etc.;

It is important to note that the boundary between discursive formulas of political discourse is not rigidly fixed: the evolution of the pragmatic potential of specialised verbal and non-verbal signs contributes to the semiotic transformation of one into the other in the direction from informatics to phatica (from signs of orientation to signs of integration or agonality, depending on the communicative intention of the addressee) [Sheigal, 2000]. Thus, discursive formulas mark this or that type of discourse, actualise its main purpose and expectations, which makes it possible to navigate both its oral and written forms [Plekhova, 2018].

One of the features of political discourse is the specific use of lexical and grammatical means. Studies note that grammatical means of both morphological and syntactic levels play a significant role in achieving communicative goals of political discourse [Gaikova, 2003; Dautova, 2014; Tarnaeva, Shavrova, 2017].

Among the grammatical features of the morphological level are the following:

- the 1st person singular pronoun (*I / my – я / мой*) acts as a means of identification of the politician, emphasises his social position (position), which allows implementing the tactics of self-presentation, promise, appeal;

- inclusive 1st person plural pronoun (*we / our – мы / наши*) is widely used with the purpose of getting closer to the people, creating a trusting atmosphere, contrasting, distancing with opponents, etc.;

- the 2nd person plural pronoun (*you / your – вы / ваши*) is used to denote a set of listeners and to maintain contact with the audience;

- the 3rd person plural pronoun (*they / their – они / их*) is used to denote “their own” or “strangers” when implementing the tactics of comparative analysis and distancing;

- affixes forming words with a positive or negative meaning (*overcome / преодолевать; unsteady / нестабильный*, etc.);

- abstract nouns, allowing to avoid cumbersome statements and to strengthen the action and expression of speech (*sacrifice / жертва; hope / надежда; future / будущее; justice / справедливость*, etc.);

- adjectives in the comparative and superlative degrees, which enhance the expressiveness of the politician's speech and contribute to attracting voters' attention to the *most* key issues and ideas (*the greatest / величайший; the most important / самый важный; the biggest / наибольший; more difficult / наиболее трудный; more serious / наиболее серьезный*, etc.);

- modal verbs expressing the obligation or necessity to perform a certain action (*must, can, should*, etc.);

- the temporal forms Future Simple, Present Simple and Present Continuous, as well as the construction to be going to, are widely used to predict the positive or negative results of the political line chosen by a politician or his opponents;

- Past Simple and Present Perfect allow the addressee to draw the audience's attention to the result of the action performed to demonstrate his own professional success or to compare it with the performance of political opponents;

- the imperative mood of the verb is used, as a rule, for the purpose of calling, inducing the addressee to perform certain actions [Gaikova, 2003; Dautova, 2014; Tarnaeva, Shavrova, 2017; Vasilenko, 2018, etc.].

At the syntactic level, researchers identify the following grammatical features of English political discourse:

- sentences in the imperative mood (used for the purpose of exhortation or illustration);

- interrogative sentences (usually represented by rhetorical questions that sound like a call to action);

- exclamatory sentences (allow you to emphasise positive or negative information);

- elliptical sentences (increase the emotional effect of an utterance by eliminating grammatical redundancy);

- inversion and emphatic structures (used to create the image of a “man of the people”, which causes a positive attitude towards the politician);
- conditional sentences (characterised by their frequency in the tactics of promising, indicating the future);
- sentences with different types of connection (cohesive, subordinating and non-union) [Sheigal, 2000; Gaikova, 2003; Dautova, 2014; Tarnaeva, Shavrova, 2017, etc.].

In the lexical structure of political discourse it is necessary to note first of all the peculiarities of terminology, which includes the following varieties of terminological units:

- proper political terms (*constitution* / конституция; *amendment* / поправка; *executive branch* / исполнительная власть; *democracy* / демократия, etc.);
- terms from other professional fields (*drugs* / препараты – medical field, etc.);
- author's terms (for example, the term *axis of evil* / ось зла was introduced in 2002 by former US President J. Bush to describe political regimes that sponsor terrorism; *dystopia* / антиутопия is the opposite of “utopia”, first used in 1868 by English philosopher, economist and politician J. Mill to criticise Parliament; *rogue state* / государство-изгой was used in 1994 by former US President B. Clinton, etc.);
- neologisms (*soft power* / мягкое влияние (i.e. influence through culture, ideology and propaganda); *colour* / coloured revolution / цветная революция; *rogue state* / государство-изгой; *faultline* / линия разлома; *Europhobia* / боязнь европейской интеграции, отрицательное отношение к Евросоюзу, etc.);
- common and author's abbreviations (*GDP* / валовый внутренний продукт; *G8* / Группа восьми, Большая восьмёрка; *WMD* / оружие массового поражения; *the NPT* / ДНЯО (Treaty on the Non-Proliferation of Nuclear Weapons); *POWs* / военнопленные; *ICJ* / Международный суд по правам человека, etc.);

- adjectives formed from surnames (*Napoleonic wars* / *наполеоновские войны*; *Stalin buildings* / «*Сталинки*», etc.);

- terms borrowed from Latin either directly or through French, contributing to the creation of a solemn, conservative and elevated effect (*bonanza* / *выгодная сделка*; *bona fide* / *истинный*; *modus operandi* / *образ действий*; *raison d'état* / *в государственных интересах*; *vis-à-vis* / *коллега*; *carte blanche* / *одобрение*, etc.);

- occasional vocabulary serving to draw the audience's attention to certain facts (*Obamacare* / *реформа системы здравоохранения, проводимая президентом США Б. Обамой*; *joblessness* / *безработица*; *embetterment* / *улучшение*; *suicide-bombers* / *террористы-камикадзе*, etc.).

The vocabulary of English political discourse is represented by the following types:

- colloquial vocabulary, which makes the politician's language accessible and understandable to the listener, carries in its semantics a precise and emotional denotation of the situation and, thus, allows implementing tactics of unity and solidarisation with the people (*'splaining* / *объяснить*; *y'all* / *вы все*; *aw shucks* / *ерунда, вздор*; *econ* / *экономика*, etc.);

- bookish words that give the politician's speech a touch of pathos and solemnity (*to corroborate a statement* / *подтверждать заявление*; *proponents* / *сторонник*; *a vision* / *концепция*; *heterogeneous* / *неоднородный*, etc.);

- determinologised vocabulary (*representative* / *представитель*; *nation-wide* / *общенациональный*, etc.);

- expressive-evaluative vocabulary, which is an effective means of influencing the consciousness and emotions of the addressee, allowing the politician to create his own positive image and at the same time denigrate the opponent (*great progress* / *великий прогресс*; *a perfect time* / *прекрасное время*; *brutal man* / *жестокый человек*; *ruthless man* / *безжалостный человек*, etc.);



- invective nominations, carrying in their semantics an offensive character and realising the tactics of insult and accusation (*nuts / чокнутый; bad guy / негодяй*, etc.);
- euphemistic vocabulary used to demonstrate respect for national values (*Afro-American / афроамериканец; low-income people / малообеспеченные*, etc.);
- proper names, often used in tactics to illustrate and appeal to universal and national values (*God / Господь; World War I / Первая мировая война*, etc.);
- clichés and stamps *that* allow the politician to refer to the common fund of knowledge with the audience, creating the illusion of common knowledge of *the* information given (*last but not least / наконец, что не менее важно; apart from the fact that / помимо того, что; strictly speaking / строго говоря*, etc.). [Kiprskaya, 2005; Reznikova, 2005; Popova, Taratynova, 2012; Popova, 2013; Androsova, 2014; Dautova, 2014; Sergienko, 2019; Borisenko, Mkrtchyan, 2020, etc.].

An important characteristic of English political discourse is idiomaticity, understood as a specific form of thought expression, which provides authenticity and naturalness of speech in certain communicative conditions peculiar to this or that linguocultural community, which is expressed in the uniqueness and originality of speech from the point of view of representatives of other linguocultures [Dolgina, 1999; Gutnova, 2000; Savitsky, 2006; Osipova, 2015].

Idiomaticity is considered in studies as a property of units of different linguistic levels (words, word combinations, sentences), which manifests itself in the impossibility to derive their meaning completely from the sum of meanings of individual elements, resulting in a partial or complete reinterpretation of the meaning of the original unit [Smirnitsky, 1954; Kubryakova, 1980; Kunin, 2005; Savitsky, 2006]. The problem of idiomaticity at the level of a word combination has received the widest coverage in Russian and foreign linguistics. Such language units are traditionally called phraseological units (PU).

Defining the concept of phraseological unit, V. V. Vinogradov emphasises the speech component of such idiomatic word combinations, noting that a

phraseological unit is “a lexically indivisible, stable in its composition and structure, integral in meaning word combination reproduced as a ready-made speech unit” [Vinogradov, 1997: 415].

M. V. Savitsky emphasises the speech conditionality of idiomatic linguistic units, noting that the nominal meaning derived from the meaning of their components does not coincide with the real meaning in which the unit is used in speech [Savitsky, 2006].

The fact that idiomaticity of a linguistic unit is realised in speech has served as a reason for researchers to resort to the concept of “idiomatic speech unit”, which allows them to put emphasis on the fact that idiomaticity of semantic unities of different linguistic levels is realised in natural and authentic speech of native speakers of a certain language [Tarnaeva, Osipova, 2016 (b); Tarnayeva, 2017 (b); Tarnaeva, Shavrova, 2017].

The analysis of political discourse texts has shown that in this type of discourse idiomatic speech units at the level of word-combinations have the highest frequency [Tarnaeva, Shavrova, 2021 (b)], which gives grounds for this study to focus on teaching students specializing in international relations to translate idiomatic speech units at the phraseological level (PU).

## **1.2. Phraseological layer of English political discourse**

In scientific literature there is still no consensus on this term. Thus, A. V. Kunin considers a phraseological unit as “a stable combination of lexemes with fully or partially reinterpreted meaning” [Kunin, 1972: 8].

According to V. M. Mokienko, a phraseological unit is “a relatively stable, reproducible, expressive combination of lexemes, possessing (as a rule) an integral meaning” [Mokienko, 1989: 5].

B. N. Telia, studying a phraseological unit from the point of view of its fixed stability, defines it as “a general name of semantically related combinations of words and sentences, which, unlike syntactic structures similar to them in form, are not produced in accordance with the general laws of choice and combination of words

in the organisation of an utterance, but are reproduced in speech in a fixed ratio of semantic structure and a certain lexical and grammatical composition” [Telia, 1990: 559].

M. I. Fomina, pointing to such features of phraseological unit as difficult to distinguish and difficult to define, understands it as “the basic unit of the modern phraseological system, a complex, multidimensional unit, difficult to distinguish from the total number of words, and even more so word combinations, and therefore difficult to define” [Fomina, 2001: 304].

T. I. Vendina offers the following definition: “a phraseological phrase (or phraseological unit) is a lexically indivisible, reproducible unit of language, consisting of two or more percussive components, stable in its composition, structure and integral in its meaning” [Vendina, 2001: 143].

L. L. Nelyubin defines phraseological units as “combinations of words, i.e. separate formations with fully or partially reinterpreted components” [Nelyubin, 2003: 240].

In turn, N. F. Alefirenko, starting from the integrity of the meaning of phraseological units, gives the following definition: “phraseological units (phrases) are non-free combinations of words”, “phrase is a stable combination of words with a holistic and figurative meaning, not directly derived from the sum of meanings of its lexical components” [Alefirenko, 2004: 251].

In the present study, we will adhere to the definition given by V. V. Vinogradov, because it emphasises the speech character of a phraseological unit as a type of idiomatic speech units: *a phraseology is “a lexically indivisible, stable in its composition and structure, integral in meaning word combination reproduced as a ready-made speech unit”* [Vinogradov, 1997: 415].

The main features of phraseological units include *structural form* (a phraseological unit includes morphemes that can be freely used outside the phraseological unit); *grammatical form* (the presence of grammatical categories); *accentological form* (the presence of two or more stresses); *lexical meaning* inherent in the turn as a whole; *reproducibility* (reproduced as an integral

unit); *integrity of meaning* (independence of the meaning of a phraseological phrase from its constituent components); *stability of composition* (strict order of the elements of a phraseological unit following each other); *impenetrability* (inadmissibility of inserting other words into the phraseological unit); *semantic ambiguity* (the ability to designate a specific situation by combining direct and reinterpreted meanings); *expressively colored meaning* [Yartseva, 1998; Vendina, 2001; Kunin, 2005].

Among the functions of phraseological units in scientific literature the following are distinguished: 1) directive (guiding); 2) summarising (generalising); 3) expressive and figurative; 4) emotional and figurative; 5) evaluative; 6) contact-establishing; 7) cumulative (function of accumulation and fixation of knowledge); 8) cognitive (cognitive); 9) function of hyperbolisation; 10) function of laconisation of speech by truncating some components; 11) expressive; 12) pictorial; 13) euphemistic; 14) nominative; 15) communicative [Gavrin, 1974; Losev, 1982; Vereshchagin, Kostomarov, 1990; Vostryakova, 1996; Fedulenkova, 1998; Teitz, 2000; Kunin, 2005; Abdurazakova, 2019].

There is no single point of view regarding the classification of phraseological units. One of the common criteria for the differentiation of phraseological units is their *origin*. Thus, in English political discourse the phraseological units are distinguished:

- of Latin origin, most often preserved in their original form: *status quo* / *статус-кво*; *de jure* / *де-юре, юридически*; *de facto* / *де-факто, фактический*; *quo ante bellum* / *положение, бывшее до войны*, etc.;
- international (of French, German origin, etc.): *tete-a-tete* / *тет-а-тет*; *raison d'état* / *в государственных интересах*; *vis-à-vis* / *коллега*; *faux pas* / *промах*; *laisser-faire* / *попустительство*; *coup d'état* / *переворот*; *carte blanche* / *одобрение*; *to commence* / *начинать*; *entire* / *целый*; *iron curtain* / *железный занавес*; *blitzkrieg* / *блицкриг*, etc.;

- native English: *grand old man* / *маститый политический деятель*; *lame duck* / *провалившийся на выборах кандидат*; *carrot and stick* / *метод кнута и пряника* and others;

- borrowed from other variants of English (mainly from American English): *political hot potato* / *опасный политический вопрос*; *hot air* / *пустые разговоры, обещания*, etc.;

- biblicalisms: *Appeal to Caesar* / *обратиться с призывом к избирателям на всеобщих выборах*; *to bear fruit* / *приносить плоды*; *forbidden fruit* / *запретный плод*, etc.;

- mythologisms: *apple of discord* / *яблоко раздора*; *Augean stables* / *авгиевы конюшни, непаханое поле*, etc.;

- neologisms: *Obamagate* / *конспирологическая программа Obamagate*; *Brexit* / *Брексит (the UK's exit from the EU)*; *Quasident* / *мнимый президент*, etc. [Kunin, 2005; Naumova, 2012; Popova, Taratynova, 2012; Krat, Milyaeva, 2016; Makarova, 2017; Geiko, 2018; Zamaleeva, Rakhimbirdieva, 2018; Tarnaeva, Shavrova, 2021 (b)].

In accordance with the ***criterion of expressive and stylistic colouring***, N. M. Shansky proposes to consider: 1) *interstyle phraseological units* (stylistically neutral stable combinations of words, devoid of expressive colouring, for example: *сдержать слово* / *keep your word*; *тайное голосование* / *secret voting*, etc.); 2) *colloquial and everyday phraseological units* (stable combinations of words, mainly used in oral speech and distinguished by their figurative character and “reduced” expressive and stylistic colouring, for example: *совать нос* / *to stick one’s nose*; *быть на ножах* / *to be on fighting terms with*, etc.); 3) *bookish phraseological units* (stable combinations of words with bright expressive and stylistic colouring, for example: *сложить оружие* / *to lay down arms*; *вооружённые силы* / *armed forces*, etc.); 4) *archaisms* (phraseological units that have fallen out of active use due to the displacement of a given concept by a more modern one, for example: *биться об заклад* / *to lay one’s shirt on* – *спорить* / *to argue*, *держатъ пари* / *to bet*, etc.) and *historicisms* (phraseological units that

have fallen out of use due to the disappearance of a certain phenomenon of reality, for example: *статский советник* / *state councillor*; *столбовые дворяне* / *columnar nobles*, etc.). [Shansky, 1996].

An illustration of interstyle phraseological units in English political discourse can be the following: *to sit on one's hands* / *сидеть сложа руки*; *at the head of / во главе*; *to play politics* / *вести нечестную политическую игру*; *null and void* / *недействительный, потерявший законную силу*, etc. Colloquial and everyday phraseological units include *to come hell or high water* / *любой ценой*; *dead beat* / *побеждённый кандидат*, etc. Among bookish phraseological units can be singled out *whispering campaign* / *разъездная агитационная кампания, распространяющая ложные слухи об оппонентах*; *pipe-laying* / *политические махинации, интриги*; *soft power* / *мягкая сила (a form of political influence on society through culture and propaganda)* and others. Such phraseological expressions as *by virtue of* / *в силу чего-либо*; *aforesaid* / *вышеупомянутый*, etc. can be classified as archaisms, while *Jim Crow* / *расовая дискриминация негров в США*; *Uncle Tom* / *негр, выслуживающийся перед белыми*, etc. can be classified as historicisms.

One of the criteria for differentiating the types of phraseological units is the ***degree of metaphorical reinterpretation***. A. V. Kunin notes that metaphorical phraseological units act as one of the key sources of enriching the phraseology of the language. They are formed on the basis of various types of similarity, both real and imaginary, and, as a rule, refer to a person or his activity. Metaphorical PU most often have an evaluative character [Kunin, 2005].

According to the degree of metaphorical reinterpretation A. V. Kunin distinguishes the following types of PU:

1) *PU with the designation of a person*:

- PU with negative evaluation: *babes and sucklings* / *новички, совершенно неопытные люди*; *a snake in the grass* / *змея подколотная*, etc;

- PU with a positive evaluation: *a big gun* / *важная персона, «шишка»*; *a tower of strength* / *надежная опора, человек, на которого можно положиться как на каменную стену*, etc.;

- PU with no evaluation: *back-room boys* / *научные сотрудники секретных лабораторий*; *John Hancock* / *собственноручная подпись (J. Hancock is an American statesman whose signature stands first under the Declaration of Independence)* and others;

2) *PU with the designation of non-person:*

- PU with negative evaluation: *a stab in the back* / *удар в спину, предательское нападение*; *the last straw* / *последняя капля*, etc;

- PU with a positive evaluation: *a break in the clouds* / *луч надежды*; *the breath of one's nostrils* / *жизненная необходимость*, etc;

- PU with absence of evaluation: *a dead duck* / 1) *конченный человек*, 2) *идея, тема и т. п., которые уже не представляют никакой ценности*; *a feather in smb.'s cap* / *предмет гордости*, etc. [Kunin, 2005].

In the context of the paper, the identification of this type of PU is of particular importance because of their widespread use in English political discourse. The following PU can be cited as examples: 1) PU denoting a person: *a lame duck* / *провалившийся на выборах кандидат* (PU with negative evaluation); *a dove* / *сторонник мирного разрешения спорных вопросов* (PU with positive evaluation); *brain trust* / *группа советников президента, разрабатывающая планы и проекты для правительства* (non-evaluative PU); 2) PU denoting non-person: *slush fund* / *деньги для подкупа влиятельных лиц и проведения различных кампаний* (PU with negative evaluation); *October surprise* / *политический сюрприз (news that can influence the choice of US voters (first Thursday of November))* (PU with positive evaluation); *green paper* / *«Зелёная книга» (English government document published to discuss the proposals set out in it)* (non-evaluative PU).

Considering the phraseological layer of business discourse in the light of translation problems, L. P. Tarnaeva singles out the spheres and objects of the real

world, which are the basis of metaphorical transfer, constituting the semantic basis of PU of this type of discourse. To such spheres and objects of the real world the researcher refers the following:

- military sphere: *battle of the brands* / *битва торговых марок*; *target market* / *целевой рынок*; *price war* / *ценовая война*, etc.;
- precious metals: *golden share* / *золотая акция* (*the number of shares an investor can own alone*); *MasterCard Platinum* / *карта платежной системы MasterCard с высоким кредитным лимитом*, etc.;
- colour symbols: *white-collar workers* / *белые воротнички, служащие компаний*; *the Black Country* / *промышленный рынок Англии*; *black economy* / *теневая экономика*, etc.;
- mythology: *gnomes of Zurich* / *Цюрихские гномы*; *yellow knight* / *жёлтый рыцарь* (*a company offering a soft form of company merger*), etc.;
- animal images: *bull market* / *рынок быков* (*increase in the stock market*); *bear rumors* / *медвежьи слухи* (*disturbing news on the stock market*), etc.;
- gender relations: *male contact* / *nana* (jargonism), etc. [Tarnaeva, 2017 (a)].

The analysis of the texts of English political discourse also allowed us to identify a number of spheres and objects of reality, which are the basis of metaphorical transfer, constituting the semantic basis of PU of this type of discourse:

- military sphere: *war of words* / *информационная война*; *armchair strategist* / *кабинетный стратег*, etc.;
- colour symbolism: *green paper* / *«Зелёная книга»* (*a document of the English government, published to discuss the proposals set out in it*); *yellow-dog democrat* / *democrat to the bone*, etc.;
- animal images: *stalking horse* / *фиктивная кандидатура*; *lame duck* / *провалившийся на выборах кандидат*, etc.;



- medical sphere: *presidential fever* / президентская лихорадка (*aspiration to hold the presidential office*); *political suicide* / политическое самоубийство; *Potomac fever* / жажда политической власти, etc.;
- anatomical images: *nose count* / подсчёт голосов; *brain trust* / советники президента, etc.;
- construction sphere: *halls of power* / кулуары власти; *smoke-filled room* / закулисные переговоры, тайны мадридского двора; *kitchen cabinet* / «кухонный» кабинет (*unofficial presidential advisers*), etc.;
- criminal sphere: *big gun* / важное, влиятельное лицо; *Gang of Eight* / «банда восьми» (*eight politicians in the U.S. Congress to whom the executive branch reports secret intelligence information*); *killer amendment* / поправка, срывающая одобрение документа, etc.;
- symbolism of urban infrastructure: *man in the street* / обыватель, рядовой гражданин; *park bench orator* / доморощенный политик, etc.;
- theatre sphere: *iron curtain* / железный занавес; *cloakroom* / кулуары Конгресса, место для неофициальных встреч членов Конгресса, etc.;
- meteorological phenomena: *snowflake* / человек, по любому поводу жалующийся на действующую власть и существующие порядки; *rainmaker* / человек с большими связями в высоких кругах, обладающий властью и успешный лоббист, etc.;
- technical sphere: *political machine* / политический аппарат; *limousine liberal* / богатый либерал, etc.;
- historical sphere: *founding fathers* / отцы-основатели; *to be off the reservation* / оставаться членом партии, но не поддерживать выдвинутого ей кандидата на выборах, etc.;
- phytonymic symbolism: *grassroots* / широкие массы, простые люди; *peanut politician* / мелкий продажный политикан, etc.;
- time categories: *October surprise* / политический сюрприз, неожиданная новость (*news that can influence the choice of US voters (first*

*Thursday in November*)); *night mayor* / *ночной мэ́р, ночной дежурный по мэрии* (the position is used to demonstrate the vigilance of the mayor's office in enforcing order), etc.;

- sports sphere and games: *inside baseball* / *птичий язык, внутренняя информация*; *to play politics* / *вести нечестную политическую игру*; *domino theory* / *теория домино* (a political theory according to which a change may entail a linear (“in chain”) series of other changes) and others;

- maritime sphere: *gunboat diplomacy* / *дипломатия с позиции силы*; *watershed election* / *решающие выборы*, etc.;

- symbolism of family life: *favorite son* / *политик, выдвинутый на пост президента от своего штата*; *honeymoon period* / «медовый месяц» (the first few weeks of the president's term in office after winning the election) and others.

Considering the phraseological layer of English business discourse L. P. Tarnaeva proposes to distinguish it into two parts:

1) commonly used units of phraseological origin occurring both in business texts and in other types of discourse (*a black tie event* / *официальная встреча, приём*; *to take into account* / *принять во внимание*, etc.);

2) figuratively reinterpreted units used purely in the sphere of business (*parent company* / *материнская команда*; *Dutch auction* / *голландский аукцион*, etc.) [Tarnaeva, 2017 (a)].

This classification can also be applied to characterise the phraseological layer of English political discourse. Thus, among the commonly used PU, occurring besides political in other types of discourse, we can single out the following: *by hook or by crook* / *всеми правдами и неправдами, всеми возможными методами*; *to do one's bit* / *выполнять свой долг*; *to get round* / *провести кого-либо, обмануть*; *to hold smb's hand* / *оказывать поддержку*; *to meet a demand* / *удовлетворить требование*, etc.).

Taking into account the blurred boundaries between political discourse and other types of institutional discourse, within the framework of the present study it is considered appropriate to single out PU specific to other types of professional

discourse, for example: *daughter company* / *дочерняя компания* (business discourse), *kangaroo court* / *инсценировка судебного заседания* (legal discourse), *media blackout* / *информационная блокада* (media discourse), *war room* / *оперативный штаб* (military discourse), etc.

The PU used purely in the political sphere include the following: *whispering campaign* / *разъездная агитационная кампания, распространяющая ложные слухи об оппонентах*; *ward heeler* / *мелкий политикан*; *shadow cabinet* / *теневого кабинет* and others.

The above-mentioned ways of differentiating special vocabulary of phraseological origin in English political discourse have an important linguodidactic significance in the selection of linguistic material, as they will allow us to take into account the complete or partial mismatch of cultural backgrounds to further prevent interference when translating PU of this type of discourse. Taking into account the peculiarities of the use of PU in certain types of discourse, it makes possible, when teaching their translation into Russian, to draw the students' attention to the necessity of preserving the semantic meaning and stylistic colouring of PU by correct translation means.

The ***structural criterion*** is also singled out among the criteria of PU classification. Thus, A. G. Nazaryan, describing the phraseological fund of the French language, distinguishes three types of PU:

1) *non-predicative PU* (make up the majority of the phraseological fund):

- single-verb PU (include two or more denominative words and one or more functional words): *rester court* / *to stumble, to be confused*; *en effet* / *in fact, really, etc.*);

- phrasemes (containing two or more denominative words with the structure of a collocation with a subordinating, cohesive or subordinating-subordinating conjunction): *nuit blanche* / *sleepless night*; *sain et sauf* / *safe and sound, etc.*);

2) *partially predicative PU* (consisting of a grammatically leading component and a complement (direct, indirect, circumstantial) or definition with the structure of an subordinate clause): *croire que les enfants naissent dans les choux* / *to be too*

*naive*, etc.);

3) *predicative PU* (they are combinations with a predicative structure):

- predicative PU with a closed structure (expressing a complete thought and having the structure of both simple and complex sentences): *son compte est bon / to take lumps; comme on fait son lit, on se couche / as you sow, so you reap*, etc.);

- predicative PU with an unclosed structure (expressing an unfinished thought and requiring extension by variable words in speech): *force lui est de... / he has to..., he is forced to...*, etc. [Nazaryan, 1987].

It is noted that the greatest frequency in English political discourse is possessed by non-predicative PU: *to play games / действовать в чьих-либо интересах; to earn a living / зарабатывать на жизнь; to take away / лишать чего-либо; to run through / проходить красной нитью*, etc. More rarely there are partially predicative PU: *to lay at the feet of someone / сложить что-либо к чьим-либо ногам*, etc. The least numerous group are predicative PU: with a closed structure *A house divided against itself cannot stand / И всякий дом, разделившийся сам в себе, не устоит*; and with an unclosed structure *to close the door of hope / закрыть дверь надежды*, etc. [Tarnaeva, Shavrova, 2021 (b)].

One of the widespread classifications of PU is the ***semantic classification*** proposed by V. V. Vinogradov. The researcher proposes to consider the following types of PU:

1) phraseological fusions (unmotivated and non-derivative PU, possessing the greatest adhesion of elements): *кузькина мать / Kuzma's mother; у чёрта на куличках / at the end of the world; чего доброго / for all one knows; сидеть на бобах / to live on a budget*, etc.;

2) phraseological unities (PU in which, in the presence of a common figurative meaning, the signs of semantic separateness of the components are preserved): *бить ключом / to run high; брать в свои руки / to take charge of smth.; ноль внимания / no attention to smt.*, etc.;

3) phraseological combinations (PU, one of whose components has a non-free meaning and can be expressed by a synonym): *отвести глаза от кого-нибудь*

/ *to take one's eyes off smn.*; *затронуть чьи-нибудь интересы* / *to affect someone's interests*, etc. [Vinogradov, 1977].

The most common in English political discourse are phraseological fusions and phraseological combinations [Shuvalova, 1977].

The above thesis is confirmed by the examples of PU identified in the course of this study when analysing texts of English political discourse: phraseological fusions *sacred cows* / *люди, которых нельзя осмеивать, осуждать, критиковать*; *ward heeler* / *мелкий политикан*; *a silver lining* / *луч надежды*, etc.; phraseological combinations *kid-gloves approach* / *soft approach*; *big stick policy*; *to sow discord* / *to sow enmity*; *to meet a demand*, etc.; less frequently used are phraseological unities *a wolf in a sheep's clothing* / *волк в овечьей шкуре*; *to have* / *put some skin in the game* / *внести свой вклад во что-то*; *to be in somebody's shoes* / *быть в чьей-либо шкуре*, etc..

This classification was initially focused on the study of Russian phraseology, and, as a consequence, could not fully describe the phraseological fund of other languages. This also applies to English phraseology, which, due to its diversity, does not fit into these three classes [Kunin, 2005]. Therefore, a number of scholars (N. M. Shansky, A. V. Kunin, A. I. Smirnitsky, V. N. Telia, etc.) made attempts to supplement and improve it.

Thus, one of the leading researchers who studied English phraseology, A. V. Kunin developed a ***structural-semantic classification*** of phraseological units. The scientist distinguishes the following types of PU:

1) *nominative PU* – expressive and evaluative units naming objects, actions, phenomena, states, qualities, etc.:

- substantive PU – fully or partially reinterpreted units with the structure of the word combination *a keen eye* / *острый глаз, наблюдательность*; with partially predicative structure *ships that pass in the night* / *мимолётные встречи*; consisting of two denominative components, one of which is used in the literal meaning *a man of iron* / *человек железной воли*, etc.;

- adjectival PU – non-comparative units with the subordinating structure *dry behind the ears* / *зрелый, оперившийся*; with the co-ordinating structure *high and mighty* / *высокомерный, надменный, властный, заносчивый*; comparative units in which the first component, as a rule, has a literal meaning, and the second one – reinterpreted, intensifying one, (*as good as gold* / *хороший, благородный, золотой (человек)*, etc.);

- adverbial PU are qualitative and circumstantial units with a conjunctive or subordinating structure, denoting: adverbial modifier of action *by hook or by crook* / *всеми правдами и неправдами*; adverbial modifier of measure, degree *in large measure* / *в значительной мере*; adverbial modifier of manner *rain or shine* / *при любых обстоятельствах*; adverbial modifier of place *from China to Peru* / «*от Китая до Перу*», *с одного конца земли до другого*; adverbial modifier of time *in a flash, in less than no time, in the twinkling of an eye, in two shakes (of a lamb's tail)* / *мгновенно, мгновенно, в мгновение ока*; adverbial modifier of cause *in the heat of the moment* / *сгоряча*; adverbial modifier of purpose *on the off-chance* / *в надежде, на всякий случай*; and single-verb adverbial PU *on the dot* / *точно, минута в минуту*, etc.;

- prepositional PU – single-verb PU that fulfil a cohesive function in a sentence *with an eye to* / *с намерением, с целью*, etc.;

2) *nominative and nominative-communicative PU* – fully or partially reinterpreted verbal units with the structure of the phrase combination *dance on a volcano* / *играть с огнём*; *blow one's own trumpet* / *хвастать, заниматься саморекламой*; or a sentence *strike while the iron is hot* / *ковать железо, пока горячо*; and phrasal verbs (verbs with postverbs) *to beat up* / *жестоко избить*; *to flare up* / *вспыхнуть, запылать*, etc.;

3) *interjected PU* – units with full expressive reinterpretation, represented by single-verb PU *by the Lord Harry* / *чёрт возьми*; reduplicated units as part of sentences-replications *Hear, hear!* / *Правильно, правильно*; and separate sentences *Hold your horses!* / *Потише! Не волнуйтесь! Полегче на поворотах!* etc.;

4) *modal PU of non-mood character* – comparative units with the subordinating structure *as sure as shooting* / *наверняка, несомненно, как дважды два четыре, как пить дать*; with the second component-sentence *as sure as God made little (green) apples* / *можете не сомневаться, голову даю на отсечение*; non-comparative units with the structure of the phrase combination *on the face of it* / *на первый взгляд, с первого взгляда*; affirmative or negative sentence *I'll bet my boots* / *клянусь жизнью*; interrogative sentence *Will a duck swim?* / *Неужели вы сомневаетесь в моем согласии?* / *охотно, с большим удовольствием*; units with the connective conjunction *well and good* / *ну что же*; with the separating conjunction *not for love or money* / *ни за что (на свете), ни за какие деньги*; single-vertex modal PU *not a bit* / *ничуть, совсем нет*; *of course* / *конечно*, etc.;

5) *communicative PU* – units represented by whole-predicative sentences: proverbs, aphoristic sayings *The proof of the pudding is in the eating* / *Всё проверяется на практике*; and proverbs *the world is a small place* / *мир тесен*, etc. [Kunin, 2005].

The above-mentioned types of PU are widely used in texts of English political discourse. The following PU can serve as an illustration of this: *a stalking horse* / *фиктивная кандидатура, выдвигаемая с целью раскола голосов сторонников другой партии* (nominative substantive PU); *as hard as nails* / 1) *закалённый, выносливый*; 2) *жестокый, бессердечный* (nominative adjective PU); *with a tongue in cheek* / *неискренно, лицемерно* (nominative adverbial PU); *at the head of* / *во главе* (nominative prepositional PU); *to break a promise* / *нарушить обещание*; *to sink under* / *идти ко дну* (nominative verbal PU); *upon my word* / *Честное слово!* (interjected PU); *at any price* / *любой ценой; во что бы то ни стало* (modal PU of non-mood character); *A great ship asks deep waters* / *Большому кораблю большое плавание* (communicative PU).

Researchers emphasise that communicative PU such as proverbs and sayings are rarely found in political discourse [Bazhalkina, 2012]. This is due to the fact that “in English-speaking communication there is a tendency to avoid proverbs in

communication, because a proverb contains an element of edification and puts the addressee in the position of a guilty or insufficiently experienced person” [Karasik, 2002: 22-23]. As for aphoristic sayings, they are used quite often, especially by American politicians [Bazhalkina, 2012].

Thus, the consideration of the above-mentioned points of view led to the conclusion that, given the role and place of phraseological units in the texts of English political discourse, when teaching students specializing in international relations to translate these language units into Russian, it is advisable to focus on the following types of phraseological units:

- a) phraseological fusions;
- b) phraseological unities;
- c) phraseological combinations;
- d) predicative (communicative) phraseological units.

These types of PU will be included in the corpus of educational and speech material, which will form the linguistic basis of methodological techniques aimed at the formation of the students' ability to translate PU functioning in English political discourse into Russian.

When selecting linguistic material under the given conditions, it should also be taken into account that phrasal verbs can be distinguished among the four types of PU mentioned above. A. V. Kunin refers them to the type of phraseological fusions, which consist of a verb and a postverb that is neither a preposition nor an adverb [Kunin, 2005]. Other researchers note that they cannot be strictly attributed to one or another type of PU, because they do not always have semantic stability: depending on the context, there can be a narrowing or expansion of the meaning of the phrasal verb, which leads to its transition from one group to another [Dmitrieva, 2016; Salamatina, 2020].

In the process of selecting and organizing linguistic material, it is important to take into account the differentiation of PU in accordance with their functioning in various types of discourse: (a) PU used in both institutional and personal discourse;



- (b) PU, which occur, in addition to political, in other types of professional discourse;
- c) PU, which are used exclusively in the political sphere.

### **1.3. Peculiarities of translating phraseological units of English political discourse into Russian**

Translation of phraseological expressions is considered to be a difficult task, without the solution of which one cannot speak about the adequacy of the text translation as a whole. Most often, the difficulties arising when translating these linguistic units are caused by the mismatch of national-cultural peculiarities of the world perception by speakers of different linguocultures: metaphorical images present in the semantics of PU are a reflection of the national identity of a particular nation, but their motivation may be incomprehensible to speakers of another language [Romanova, Koralova, 2007; Vlakhov, Florin, 2009; Panova, 2012; Smolyanko, 2017; Bondar, 2020; Kasumova, 2022, etc.]. Consequently, the main task in translating PU is to identify and correctly interpret the culturally determined meanings embedded in them. The level of mutual understanding between the participants of intercultural communication mediated by translation depends on the correctness of transferring the meaning of PU [Tarnaeva, 2021].

In addition to conveying the meaning of a phraseological unit, the translator also faces the task of reflecting the emotional and expressive characteristics, evaluative connotation and functional and stylistic features of this unit [Vinogradov, 2001; Komissarov, 2011; Panova, 2012; Kuchkina, 2016; Retsker, 2016; Smolyanko, 2017; Bondar, 2020; Tashkevich, 2024, etc.].

The national-ethnic and figurative components of the meaning of a phraseological unit, which make up the information-expressive complex of this unit, are the key parameters in making a particular translation decision. However, regardless of the chosen translation method, it is also important to take into account the context in which it functions [Panasenko, Zuikova, Omelchenko, 2018].

Taking into account such peculiarities within the political context is of particular importance, since the use of adequate variants of translation of PU will

contribute to the realisation of the leading communicative strategies and tactics of this type of discourse, aimed at strengthening the effect on the audience, making the politician's speech more expressive, forming his positive image, etc. [Shavrova, 2018; Tashkevich, 2024].

The issue of techniques for transferring the meaning of phraseological units into the target language has been addressed by many researchers [Vinogradov, 2001; Fedorov, 2002; Tyulenev, 2004; Dmitrieva, 2005; Romanova, Koralova, 2007; Vlahov, Florin, 2009; Komissarov, 2011; Slepovich, 2011; Retsker, 2016; Nelyubin, 2016, etc.].

The works traditionally distinguish four main translation methods: *phraseological equivalent*, *phraseological analogue*, *descriptive translation*, and *tracing* [Vinogradov, 2001; Dmitrieva, 2005; Romanova, Koralova, 2007; Vlahov, Florin, 2009; Komissarov, 2011; Slepovich, 2011; Retsker, 2016; Nelyubin, 2016, etc.].

These methods are divided into *phraseological* and *non-phraseological* ones [Vlahov, Florin, 2009; Panova, 2012, etc.]. Such methods of transferring the meaning of PU into the target language are widely used in translating texts of political discourse [Donskova, Savchenko, 2016; Shavrova, 2018; Kasumova, 2022; Tashkevich, 2024, etc.].

Phraseological translation implies the transfer of a source language PU into the target language by a similar PU in terms of semantic and structural content, in other words, the translation of a phraseological unit by a phraseological unit [Fedorov, 2002; Vlahov, Florin, 2009]. To the methods of phraseological translation researchers refer the *selection of a phraseological equivalent* and the *selection of a phraseological analogue*.

The selection of a phraseological equivalent presupposes a complete correspondence of PU in both languages. In their turn, researchers divide phraseological equivalents into *full* and *partial*, *absolute* and *relative* [Retsker, 2016].

Full phraseological equivalents in the source language and the target language

coincide in all parameters: component composition, semantics, metaphoricity, emotional and expressive colouring, stylistic reference, grammatical structure. As an example, the following PU are given: *to sugar the pill* / *подсластить пилюлю*; *to play with fire* / *играть с огнём*; *the root of the trouble* / *корень зла*; *as cold as ice* / *холодный как лёд*; *the early bird* / *ранняя пташка*; *to read between lines* / *читать между строк*, etc. [Romanova, Koralova, 2007; Slepovich, 2011].

Partial phraseological equivalents differ in a number of features, for example, there may be lexical or grammatical differences, differences in syntactic construction, etc., for example: *a storm in a tea-cup* / *буря в стакане воды*; *moment of silence* / *минута молчания*; *at the world's end* / *на краю света*; *the massacre of the innocents* / *избиение младенцев*, etc. [Romanova, Koralova, 2007; Slepovich, 2011].

When translating PU of political discourse, the selection of both full and partial phraseological equivalents is one of the most frequent translation methods [Donskova, Savchenko, 2016; Kasumova, 2022; Tashkevich, 2024]. For example, the partial phraseological equivalent: ... *not just when our own narrow interest is at stake* ... (the fragment is taken from B. Obama's speech) / ... *не только тогда, когда на кон поставлен наш собственный узкий интерес* ... [Tashkevich, 2024].

The selection of a phraseological analogue is aimed at finding correspondences in the target language, which are based on a different metaphorical image, and selecting a correspondence that meets the conditions of the context. A phraseological analogue differs from the original language's PU by some indicator: lexical components, combinability, grammatical form, etc. This method takes place in the absence of a phraseological equivalent in the target language and in case of complete divergence of images it allows preserving the semantic and expressive components of PU. For example: *to make a mountain out of a molehill* / *делать из мухи слона*; *to bark on the moon* / *ломиться в открытую дверь*; *to hit the nail on the head* / *не в бровь, а в глаз*; *(as) like (as) two peas in the same pot* / *как две капли воды*, etc. [Slepovich, 2011; Maksimova, Bakulina, Mineeva, 2018].

When using this translation method, it is important to take into account a

number of limitations. First of all, when selecting correspondences, it is necessary to take into account their stylistic heterogeneity and semantic nuances that are absent in the target language phrases in order to adequately convey their meaning [Romanova, Korallova, 2007; Komissarov, 2011]. Thus, Russian analogues of the phraseological unit *to be born with a silver spoon in one's mouth* / *родиться в сорочке, родиться под счастливой звездой* are not an adequate correspondence in full, because the meaning of the original unit reflects luck associated with the fact that a person was born into a rich family, and in Russian variants this semantic nuance is completely absent [Romanova, Korallova, 2007].

In addition, the national colouring of PU, which cannot be replaced by the realities of other linguocultures, is of great importance when choosing an adequate translation correspondence. For example, the elements of the Russian analogue of the phraseological unit *to carry coals to Newcastle* / *ездить в Тулу со своим самоваром* cannot be replaced by the original English ones (for “уголь” and “Ньюкасл”), because such a variant would seem ridiculous to a representative of Russian-speaking culture [Komissarov, Retsker, Tarkhov, 1960; Romanova, Korallova, 2007].

To phraseological translation researchers also refer to an “*individual*” *phraseological equivalent*, which means an author's translated unit (a new analogue of a phraseological unit), which by its characteristics is as close as possible to the phraseological unit used in the original text, but is not reproducible in speech, for example: *копейка рубль бережёт* / *take care of the copecks and the rubles will take care of themselves* (instead of *take care of the pence and the pounds will take care of themselves*). Since this translation variant is not fixed in the language, it is rarely used [Vlakhov, Florin, 2009].

Along with the selection of a phraseological equivalent, the selection of a phraseological analogue is also one of the typical translation methods used when translating PU of English political discourse. The following example may serve as an illustration: ... *we've been kicking the can down the road for way too long* (the fragment is taken from B. Obama's speech) / ... *мы слишком долго откладывали*

*их решение в долгий ящик*. In this case, the phraseological analogue “откладывать решение в долгий ящик” allows preserving the stylistic features of the original statement and its emotional connotation [Tashkevich, 2024].

Non-phraseological translation involves the use of lexico-grammatical means of translation rather than phraseological means of translation. Such translation is used only in the absence of a corresponding phraseological equivalent or correspondence in the target language. As a rule, in the process of using non-phraseological translation methods there is a complete or partial loss of image, expressiveness and shades of meaning [Fedorov, 2002; Vlahov, Florin, 2009]. Among the methods of this type of translation, researchers highlight *tracing* and *descriptive translation* [Vinogradov, 2001; Dmitrieva, 2005; Romanova, Korolova, 2007; Vlahov, Florin, 2009; Komissarov, 2011; Slepovich, 2011; Retsker, 2016; Nelyubin, 2016, etc.].

Tracing is considered to be the word-for-word transfer of all components of the source unit by means of the target language. Tracing is used when the means of the target language can preserve the figurative structure of the original PU, which is easily perceived by native speakers of the target language, for example: *to bite the hand that feeds you* / *кусать руку, которая тебя кормит*; *divide and rule* / *разделяй и властвуй*, etc. [Vlahov, Florin, 2009; Maksimova, Bakulina, Mineeva, 2018].

This translation method is also characteristic of the translation of English political discourse. For example: *Through diplomacy, we shut down Iran's nuclear weapons programme, opened up a new chapter with the people of Cuba ...* (excerpt is taken from B. Obama's speech) / *Посредством дипломатии мы остановили ядерную программу Ирана, открыли новую главу в истории отношений с народом Кубы ...*. Here the method of tracing allows preserving the metaphorical image of PU, which is understandable to native Russian speakers, and the general expressiveness of the statement [Tashkevich, 2024].

Along with tracing, researchers refer to non-phraseological method as descriptive translation, in which a free combination of lexemes is used to interpret

the meaning of a phrase through the means of explanation, comparison, description. As a rule, the choice of such a translation method is caused by significant cultural differences in two languages, and when it is used, the figurative component of a phraseological unit is often lost [Barkhudarov, Retsker, 1968; Fedorov, 2002; Kunin, 2005; Vlahov, Florin, 2009] (*to show the white feather* / *проявить малодушие, трусость* – here the image of a white feather does not tell anything to the representatives of Russian-speaking culture [Slepovich, 2011]). For the same reason, descriptive translation is widely used to convey units of a terminological nature. For example: *to cross the floor of the House* / *перейти из одной партии в другую*; *kangaroo closure* / *допущение председателем парламентской комиссии обсуждения лишь некоторых поправок к законопроекту* [Kunin, 2005].

This translation method is widely represented in English political discourse. For example: *Brexit deadend* / *тупик, в который зашёл процесс выхода из ЕС*. In this case, descriptive translation acts as a means of explaining the phenomenon of political reality [Sergienko, 2019].

It is noted that when translating PU, along with tracing and descriptive translation, combined translation (tracing + descriptive translation) is used, which is notable for its frequency when translating terms of phraseological origin of business discourse, for example: *golden share* / *золотая акция* – *количество акций, которыми может владеть инвестор единолично* [Tarnaeva, 2017 (a)]. An illustration of the use of the combined method (tracing + descriptive translation) in English political discourse can be the phraseological unit *October surprise* / *политический сюрприз, неожиданная новость*. In English linguoculture “October surprise” means an event that takes place shortly before the presidential election in November and can fundamentally change the course of the political race, which will affect the number of votes for the candidate who is in a more favourable position. When translated into Russian, it completely loses its metaphorical image, as such a reality is absent in the world perception of the speakers of Russian-speaking culture.

Another example of the use of combined methods in translating PU of public

and political discourse is given by L. A. Donskova and A. V. Savchenko: *Coronavirus outbreak / вспышка коронавируса*. In this case, the methods of transposition, transliteration of an element of PU, and generalisation in conveying the meaning of the second component are used.

Among the translation methods used to convey the meaning of PU functioning in public and political discourse, researchers highlight such techniques as modulation (semantic development based on the replacement of a lexical unit with a contextual meaning), generalisation, substantivation [Donskova, Savchenko, 2021].

When translating PU of English political discourse into Russian, the method of neutralisation is widely used. The following example can serve as an illustration: *So, no, we were not going to take a knee and do nothing* (the fragment is taken from B. Obama's speech). Here PU *to take a knee* in combination with the modal expression *to going to + Infinitive* allow presenting the former US President as a person who never retreats before difficulties. In Russian, this phraseological unit can be translated by the partial phraseological equivalent *преклонить колени*. However, in the context in which this phraseological unit is used, such translation is not quite appropriate, because in its semantics it carries a connotation of lofty style, while the statement itself is rather neutral in its stylistic colouring. Therefore, stylistically neutral variants will be preferred here (*мы не собираемся останавливаться, мы не собираемся сдаваться*) [Shavrova, 2018].

The analysis of the above-mentioned works devoted to the problems of translating phraseological units allows us to conclude that the most typical methods of translating PU of English political discourse include *phraseological equivalent, phraseological analogue, tracing, descriptive translation, combined methods* and *neutral means*.

## CONCLUSIONS TO CHAPTER 1

1. Political discourse is understood as a type of institutional discourse and is a set of all speech acts and rules of public politics, specific to political

communication and fixed in the consciousness of participants of this type of discourse by traditions.

2. Typological characteristics of political discourse include participants, chronotope, goals, values, strategies, material (topics), varieties and genres, precedent texts, discursive formulas.

3. English political discourse is characterised by a wide variety of lexicogrammatical means, which plays an important role in realising the communicative intentions of the speaker / writer and conveying the emotional-expressive character of this type of discourse.

4. An important characteristic of political discourse is its idiomaticity, which is understood as a property of units of different linguistic levels (words, word combinations, sentences), which means partial or complete reinterpretation of the meaning of the original unit due to the high cohesion of elements in its composition. Such units are referred to as idiomatic speech units, among which the units of the phraseological level (PU) are frequent in English political discourse.

5. A phraseological unit is considered as a word combination characterised by lexical indivisibility, stability in its composition and structure, integrity of meaning and reproducibility as a ready-made speech unit.

6. PU have a wide functional orientation. Depending on the context, they can fulfil a number of important functions that allow actors of political communication to achieve the desired communicative effect.

7. In the framework of the present study, the semantic and structural-semantic classifications proposed by V. V. Vinogradov and A. V. Kunin are chosen as the basis for selecting and organising the linguistic material, since the types of PU identified by the scientists differ in frequency in English political discourse and play a significant role in the implementation of its main goal – the struggle for power and retention of power. Such units include: phraseological fusions, phraseological unities, phraseological combinations and communicative phraseological units.

8. When selecting and organising the corpus of educational and speech material, it is important to take into account the classification based on the



peculiarities of the use of PU in certain types of discourse, since political discourse, due to its nature, often overlaps with other types of discourse. In accordance with this principle, this study takes into account (a) commonly used PU that are found in other types of discourse besides political discourse; (b) PU specific to other types of professional discourse; and (c) PU used exclusively in the political sphere.

9. Among the most frequent methods of translating PU functioning in English political discourse are phraseological equivalents, phraseological analogues, tracing, descriptive translation, combined methods and neutral means. Accordingly, teaching these methods forms the basis of the proposed in this paper methodological technology, aimed at the formation of skills in translating PU of English political discourse to students specializing in international relations.

## **CHAPTER 2. METHODOLOGY OF TEACHING STUDENTS SPECIALIZING IN INTERNATIONAL RELATIONS TO TRANSLATE PHRASEOLOGICAL UNITS OF ENGLISH POLITICAL DISCOURSE INTO RUSSIAN**

### **2.1. Discourse-oriented approach to teaching students specializing in international relations to translate phraseological units of English political discourse into Russian**

In recent years, in teaching a foreign language and translation, among others, researchers have been turning to the discourse-oriented (discourse, discursive) approach, in the framework of which the communicative situation, as noted in studies, is perceived in the aspect of its speech realisation, when language means function in a natural environment [Novikova, Fedotova, Ignatieva, 2023], i.e. the focus of attention of the discourse-oriented approach is verbal communication conditioned by socio-cultural conditions of language means functioning [Tarnaeva, 2022].

In O. I. Ulanovich's work, the discourse-oriented approach in foreign language teaching is presented in four aspects: target, content, process and result. The purpose of teaching based on the discourse-oriented approach is the formation of discourse competence; the content aspect is aimed at acquiring discourse knowledge and skills; the process aspect involves learning to construct discourse practices; the result aspect is manifested in the formation of a discursive personality [Ulanovich, 2021].

O. V. Lushchinskaya emphasises that the discourse-oriented approach is aimed at the formation of discourse skills necessary for participation in intercultural discourse, which involves “acquiring knowledge, skills and abilities of interpretation (decoding) of text-models and generation (coding) of texts by students in a particular genre, taking into account the subject situation of communication and its representation in discourse through the subject's vision in the foreign-language context of the communication process” [Lushchinskaya, 2004: 44].

The content side of the discourse-oriented approach is realised in the fact that the educational process is aimed at teaching perception and production of a text, which appears as a result of discourse activity that takes place in certain conditions, taking into account the social, professional, speech and mind, procedural, and textual components of discourse [Tarnaeva, Plekhova, 2018]. Researchers note that the selection of linguistic material plays an important role in the implementation of the content side of any approach [Ibid.].

The discursive approach assumes that the selection of linguistic material as the content side of training is based on the statements typical for a certain professional sphere, which determines the selection of subspecies and genres of discourse that are frequent in a particular translation situation [Gavrilenko, 2012].

Thus, the discourse-oriented approach is characterised “as a holistic system in the unity of interrelated components, including the purpose and principles of learning, the way of carrying out activities in the learning process, the sequence of mastering knowledge, skills and abilities” [Tarnaeva, 2024: 224].

The discourse-oriented approach to teaching translation has its own peculiarities. It is noted that in the didactics of translation this approach is primarily aimed at adequate interpretation of the meanings contained in the source text and is a necessary prerequisite for the correct construction of a translation text [Tarnaeva, 2019]. The discourse-oriented approach in teaching translation provides students with mastering the basic concepts of discourse analysis and mastering the skills of identifying and interpreting the features of rhetorical traditions of national discourses that are important for intercultural communication and are interrelated in the translation process [Ibid.].

Teaching translation on the basis of the discourse approach implies mastering the models, strategies, techniques and algorithms of translation of speech units that act as discourse- and genre-forming elements, i.e. are the key units of translation. Such units include realities, linguoculturems, clichés, stylistic units of speech, paremi and phraseological units, etc. [Ulanovich, 2021].

In the context of this study, this means that the teaching and speech material

selected for the purpose of teaching students specializing in international relations to translate phraseological units should include PU that are characterised by the highest frequency in political discourse and that correspond to the main characteristics of texts of a certain genre.

Researchers identify a number of fundamental principles of the discourse-oriented approach [Lushchinskaya, 2004; Komarova, Ivanov, 2016; Tarnaeva, Plekhova, 2018; Datsyuk, 2020]. In terms of compliance with the goals and objectives of this study, it is assumed to build a discourse-oriented approach to teaching students specializing in international relations to translate phraseological units of English political discourse into Russian on the basis of the following principles:

- *the principle of linguocultural orientation*, according to which the learning process involves the assimilation not only of linguistic units, but also of value characteristics reflecting the mentality, spirituality and national specificity of communities;

- *the principle of taking into account discourse categories*, which implies mastering the skills to actualise key categories in the discourse content, such as time, space, discourse practice, stylistic range, etc. [Datsyuk, 2020];

- *the principle of development of discursive-communicative sphere of personality*, which is manifested in the fact that students form and develop communicative skills in an intercultural environment;

- *the principle of conformity to personal guidelines*, which provides for the construction of the educational process on the basis of taking into account physiological, psychological, age factors that influence the formation of interests and needs of students;

- *the principle of professional orientation*, contributing to the deepening of knowledge in the chosen field of activity;

- *the principle of cognitive orientation*, which implies the development of students' cognitive sphere with reliance on such cognitive operations in information processing as analysis, synthesis, comparison, interpretation, deduction and

transformation of meanings;

- *the principle of emotional-educational orientation*, according to which in the learning process the moral guidelines of students are formed, emotional experiences are actualised, which contributes to a more conscious and deep learning of the studied material [Tarnaeva, Plekhova, 2018];

- *the principle of taking into account the social context (socially-oriented information of the discourse)*, according to which the purpose of the message and its impact on the addressee are taken into account, language and speech experience, social status, age characteristics of the audience are taken into account, and the possible reaction of the addressee is predicted [Lushchinskaya, 2004];

- *the principle of discourse immersion*, which consists reconstructing the larger context in which the foreign-language message was created in order to avoid interpreting the message from the perspective of the discourse community of the native language [Komarova, Ivanov, 2016].

In teaching students specializing in international relations to translate phraseological units of English political discourse, the *principle of linguocultural orientation* implies the ability to understand correctly the culturally marked meaning contained in the translated phraseological unit and to convey it by means of the target language.

Adherence to the *principle of taking discourse categories into account* is manifested in the fact that the translation of phraseological units takes into account the specifics of communicative events in which a particular phraseological unit is used.

The *principle of development of discursive-communicative sphere of personality* in this study is understood as a focus on the formation of students' communicative skills of translating phraseological units as a necessary component of their professional qualification.

The *principle of professional orientation* is manifested in the fact that mastering the skills of translation of PU will contribute to the development of professional competence of future specialists in the field of international relations.

The *principle of cognitive orientation* is implemented in the development and improvement of students' abilities to analyse and interpret the meaning contained in the translated phraseological units.

The *principle of emotional and educational orientation* is manifested in the fact that the process of studying and translating phraseological units contributes to the development of students' emotional sphere, because each phraseological unit not only provides certain information, but can also reflect the feelings and emotions of people who use these language units in their speech.

The *principle of taking into account the social context (socially-oriented information of the discourse)* implies that when translating a PU, the intensional basis of a political utterance aimed at achieving a particular communicative effect, as well as the social, psychological and speech characteristics of the addressee of the message are taken into account.

The *principle of discourse immersion* means taking into account the peculiarities of PU functioning in situations of political communication and the specifics of English political discourse as a whole as a nationally and culturally conditioned form of communication.

Thus, given the aims and objectives of this study, the development of a methodology for teaching students specializing in international relations to translate PU of English political discourse into Russian seems appropriate within the framework of the discourse-oriented approach, which is based on a number of principles that reflect the methods, forms and techniques of such teaching and make it possible to organise the learning process accordingly.

## **2.2. Pedagogical conditions of teaching students specializing in international relations to translate phraseological units of English political discourse into Russian**

In the framework of the study, the target audience is 3rd year students, because in most educational institutions that train future specialists in the field of international relations, it is in the 3rd year that the study of professionally oriented

English begins. The level of foreign language proficiency and developed general academic skills of this contingent of students by this period allows them to be trained in translation activities, in particular, to form the skills of translating PU of English political discourse into Russian.

A number of factors favours the students' successful mastering of the skills of translating PU of this type of discourse into Russian.

1. According to the Federal State Standard of Higher Education (Bachelor's Degree) (41.03.05 International Relations, 41.03.01 Foreign Regional Studies, 41.03.04 Political Science, 41.03.06 Public Policy and Social Sciences, etc.) at this stage of education students specializing in international relations possess a wide range of general academic skills, which in regulatory documents represent the ability to carry out specific actions that form the basis of universal (UC) and general professional (GPC) competences [Regulatory documents: 1-10].

General academic skills also play an important role in teaching translation of PU.

*Independent work skills* (correlated with UC-6 in the FSES): they involve planning one's own learning activities, setting goals and achieving them without the help of others. Such skills play an important role in the translation process, since the result of translation activity is, as a rule, an individual speech product. It is also necessary to take into account the skills of using monolingual and bilingual dictionaries (paper and electronic) formed earlier (within the framework of the school profile) as a necessary component of PU translation skills formed when performing independent educational and communicative activities.

*Interpersonal, teamwork and organisational skills* (correlated with UC-3 and GPC-6 in the FSES): these skills are understood as the ability to carry out social interaction, to show respect to other group members, to distribute responsibilities in the group and coordinate the performance of distributed tasks, to demonstrate individual responsibility as a component of group responsibility. These skills are necessary for pair or group work when translating professional texts, as they allow developing the skills of group evaluation of the translation text and its editing.

*Critical and creative thinking skills, analytical skills* (correlated with UC-1 and GPC-3 in FSES): these skills imply the ability to search for, interpret and critically comprehend information, to synthesise and generalise it, to identify key semantic blocks from the flow of information, to assess the situation and predict possible consequences, to identify patterns, formulate conclusions based on the material studied and the results obtained, as well as to search for ways to solve problems. These general learning skills are a means of forming and improving such skills as analysing the original text from the point of view of its genre-stylistic specificity and lexico-grammatical organisation, evaluating translation variants of the original text, applying correct translation techniques and editing the translation text.

*Intercultural skills* (correlated with UC-5 in the FSES): these skills imply the ability to perceive the intercultural diversity of society in various aspects (socio-historical, ethical, philosophical), to adapt to new customs, values and communication style, to develop and demonstrate respect for the culture of other countries. In the process of translation activity these skills allow interpreting correctly and take into account the specificity of culturally marked linguistic units, in particular phraseological units that make up the lexical layer of a particular type of institutional discourse.

*Ability to apply information and communication technologies in the course of professional activities* (correlated with GPC-2 in the FSES): these general academic skills are aimed at understanding the principles of modern information technologies and specialised programmes and their application in solving professional tasks. Such skills play an important role in teaching translation, as they help to increase the intensity of the learning process and acquire new knowledge about translation options and techniques, increase students' professional motivation as future specialists in international relations, including those capable of translating professional texts with PU, improve their translation skills, expand their professional horizons (by working with texts of English political discourse of different genre and stylistic direction) and transition from academic to professional activities



(implementation of various types of translation – oral, written, abstract, selective, etc. – using electronic resources, for example, corpus linguistics resources).

2. As a rule, the level of English proficiency in the 3rd year of study ranges from B2 to B2+ (depending on the requirements of the educational institution), which creates a solid base of bilingualism that allows “switching” from one language to another when carrying out translation activities. This ability builds on the strength of such qualities of previously formed speech skills as flexibility and lability.

An analysis of the requirements for foreign language proficiency outlined in the Council of Europe document “Common European Framework of Reference for Languages: Learning, Teaching, Assessment” and the WPD “Foreign Language, English”, implemented in a number of higher education institutions of the country, has shown that the following skills belong to the firmly formed speech skills at this stage [The CEFR, 2003; Regulatory documents: 11-13, etc.]:

- 1) the ability to participate without preparation in discussions on everyday and professional topics, to justify and defend one's point of view;
- 2) the ability to give an oral presentation on everyday and professional topics (both prepared and unprepared);
- 3) the ability to negotiate in a foreign language;
- 4) the ability to create a foreign-language oral / written text taking into account the addressee and the purpose of professional communication;
- 5) the ability to conduct business correspondence taking into account the peculiarities of official business style and socio-cultural differences;
- 6) the ability to recognise texts of different genre and stylistic orientation used in everyday life and professional-business sphere;
- 7) the ability to verbally implement communicative strategies of foreign-language everyday and professional communication;
- 8) the ability to build a logically correct oral or written speech taking into account the peculiarities of different functional styles of communication to solve the problems of everyday and professional interpersonal and intercultural interaction;
- 9) the ability to formulate thoughts in accordance with the communicative

intention of the statement and using a variety of linguistic means;

10) the ability to correctly use speech formulas, lexical and grammatical means typical for specific communicative situations (discussion, negotiation, interview, etc.);

11) the ability to understand printed / heard texts of everyday and professional orientation in a foreign language with varying degrees of their content understanding (general, basic, full, selective).

3 At this stage, the students to a certain extent possess the skills of academic translation, which are the basis for their further improvement with the elements of professional translation: to understand the meaning of the text (with varying completeness of understanding), intended for translation; to translate vocabulary with reference to the context, with full or partial reliance on the dictionary, without a dictionary; to carry out fragmentary translation (translation at the level of a word, phrase, sentence, paragraph); to translate the text with preservation of the norms of the native language; the ability to edit the text (such skills are improved in the course of disciplines “Russian”, “Russian Language and Speech Culture”).

A good proficiency of the native language plays an important role in teaching translation, as this ability allows avoiding various kinds of linguistic errors (grammatical, orthographic, punctuation, etc.) and logical and semantic inaccuracies in the translation text; to quickly and accurately select equivalents of words and expressions; to understand and take into account the peculiarities of perception of the text in the native language; to ensure the stylistic and cultural adequacy of the translation.

4. Good understanding of English professional texts is ensured by a certain level of knowledge of the speciality acquired during professional courses (e.g. “Theory of International Relations”, “International Law”, “Global Politics”, “Political Science and Political Theory”, etc.). The knowledge of the specifics of professional activity (terminology, context, peculiarities of the professional sector) allows translating the meaning of the text more accurately, avoiding semantic errors and inaccuracies, as well as adapting the style and presentation of information to the

target audience.

5. By the 3rd year of study, students acquire knowledge that political discourse texts, particularly English texts, may have a number of specific characteristics (as a rule, students acquire this knowledge as part of professional courses aimed at developing professional communication skills – “Theory and Practice of Diplomacy”, “Public Speaking Training”, etc.). This kind of knowledge allows students to improve their ability to work with texts of different genre and stylistic orientation (to be able to interpret the meaning embedded in them on the basis of the context; to be able to think critically about the content of the text, etc.).

6. Working on the basis of textbooks for international specialities, students get a generalised idea of PU as language units based on metaphor. Such interpretation of these linguistic units is indicated in some textbooks. For example, in the textbook “Russia and the World: English for Specialists in International Relations” (Alekseev D. S. , Ryazanova E. V. ; SSU named after N. G. Chernyshevsky), PU are called *political metaphor*, which means a speech device used to convey information about certain actions or events in a figurative sense [Alekseev, Ryazanova, 2014]. In the textbook “English: Become a real journalist = Join the Journalists: a collection of exercises: level C1” (Kozmin A. O. et al.; MSIIR), PU are also referred to as metaphors [Kozmin et al., 2013].

Textbook “English Language Course for International and Regional Studies. Bachelor's degree level. Competence Approach” (Yastrebova E. B., Kravtsova O. A., Kryachkov D. A., Vladykina L. G.) gives a commentary with the definition of a phrasal verb: it is a combination of a verb and a particle that affects the meaning of the verb, and a language unit that allows making speech less formal [Yastrebova, Kravtsova, Kryachkov et al., 2014].

There are also a number of negative factors that reduce the effectiveness of learning to translate PU of English political discourse.

1) Lack of basic knowledge of translation types and translation methods by this period of study. As a rule, this leads to intuitive use of the simplest, in the students' opinion, ways of solving translation problems in the form of word-for-word

or free translation.

2. Incomplete compliance of the textbooks designed for this contingent of students and local regulatory documents with the requirements of the federal level regulatory documents: they lack sections aimed at developing and improving the skills of academic translation with the elements of professional translation, in particular, translation of PU of English political discourse.

Thus, a number of WPDs “Foreign Language, English” contain detailed criteria for controlling the formation of translation skills at each stage of training (e.g., adequacy of translation, compliance with lexical and grammatical norms, stylistic design of the translation text, etc.) or methodological recommendations for performing a particular type of translation (e.g., working with a dictionary, compiling dictionaries, independent study of additional information materials on the speciality, using an analytical approach when reading the text-original text, self-control, etc.). However, to study and apply translation methods in practice, the WPD does not suggest using textbooks from the list of basic literature for teaching students specializing in international relations, as they are not aimed at the formation of translation skills. For the formation of such skills only additional literature is offered as teaching and speech material, which is aimed at training professional translators and does not take into account the specifics of professional activity of students specializing in international relations (for example, “Manual on Translation from English to Russian” (Romanova S. P., Koralova A. L.), “Russian-English Translation” (Ermolovich D. I.), “Practical Basics of Translation. English-Russian” (Kazakova T. A.), “Fundamentals of the theory and practice of translation from Russian to English: textbook” (Breus E. V.), etc.).

Today, there are many English language textbooks developed specifically for the faculties of political science, international relations, international journalism, etc. that train future specialists in the field of international relations.

We analysed the following textbooks: “English for Political Scientists” (Guskova T. I., Gorodkova E. A.; MSIIR), “English for International Specialists” (Kub'yas L. N., Kudachkina I. V.; MSIIR), “English for specific and academic

purposes: International relations and foreign regional studies” (Yastrebova E. B., Kravtsova O. A. et al.; MSIIR), “English for international specialists” (Yastrebova E. B., Kravtsova O. A., Kryachkov D. A.; MSIIR), “English language textbook for II year students of the Faculty of International Economic Relations” (Voyevoda E. V.; MSIIR), “English language course for international and regional studies. Bachelor's degree level. Competence Approach” (Yastrebova E. B., Kravtsova O. A., Kryachkov D. A., Vladykina L. G.), “Practicum on Translation of Economic Texts from English into Russian. Levels B1-B2” (Gordeeva O. G.; MSIIR), “English Language: Become a Real Journalist = Join the Journalists: a collection of exercises: level C1” (A. O. Kozmin et al.; MSIIR), “Media Universe: an English textbook” (Krasnova T. V., Akchurina A. R., Firsova S. D.; MSU), “Russia and the World: English for Specialists in International Relations” (Alekseev D. S., Ryazanova E. V.; SSU named after N. G. Chernyshevsky), “International Relations Issues” (Bazyleva R. M.; SSU named after N. G. Chernyshevsky), “Practical English Language Course for International Students and Specialists in Science-Intensive Technologies. Level – Bachelor's degree” (Kudinova N. L., Solntseva K. V.; MEPI), “English for International Economists” (Kulikova O. V.; MSLU), “English for Journalism Students = Study English for Journalism Matters: Study Guide” (Efremova A. E.; ZabSU), “English for Journalists: Study Guide” (Romaniuk M. Y.; OSU) and a number of others.

The aim of the analysis of these textbooks was to identify the use or absence of exercises aimed at teaching the translation of phraseological units functioning in English political discourse. In the course of the analysis we came to a number of conclusions.

1. One of the leaders in the preparation of teaching and methodological complexes for a number of specialities in the field of international relations is the Moscow State Institute of International Relations (University) of the Ministry of Foreign Affairs of the Russian Federation (MSIIR of the Ministry of Foreign Affairs of Russia). The textbooks published by this educational institution meet the requirements of regulatory documents (FSES, WPD “Foreign Language, English”)

and take into account the formation of translation skills as one of the priority professional skills of future specialists in international relations. The basis for this is the allocation of the section “Socio-political translation” within the discipline, starting from the 3rd semester (2nd year of study) [Regulatory documents: 11-13, etc.].

A similar orientation in the training of students specializing in international relations is observed in a number of other universities of the country (MSU, SBSU, KFU, etc.). However, in many of them translation training is not singled out as a separate aspect of the professionally oriented discipline “Foreign Language, English”, but acts as an element of one or another aspect (e.g. “Practice of Oral Communication”, “Practice of Written Communication”, “Scientific Communication”, etc.) and begins, as a rule, in senior courses (3rd and 4th years of study). In some universities, professionally-oriented English, within the framework of which the translation of texts on speciality is carried out, is presented as a discipline of choice (elective). The WPD “Foreign language, English”, developed and implemented for each educational institution, takes into account the mandatory use of textbooks for a particular speciality, which contain translation exercises.

2. As a rule, these textbooks are oriented at the B1-B2 level of English, which is not always sufficient for the formation of translation skills in the professional sphere. Of the textbooks analysed, only some textbooks are designed for the C1 level, which implies the ability to translate professionally oriented texts, including those with a certain degree of idiomaticity.

3. Despite the fact that translation skills are the most important component of foreign language professional competence of this contingent of students, which is stated in regulatory documents, both federal and local, a number of textbooks do not demonstrate the focus on the formation of such skills. This is only partially reflected in some textbooks by the example of a number of exercises (*Suggest the Russian equivalents for the words above; Translate the following sentences using Active Vocabulary, etc.*). Such exercises do not contribute to the formation of solid and flexible translation skills, but are aimed at semanticising the lexical units under

study.

4. The emphasis in the above textbooks is mainly on the study of professional terminology and stylistically neutral vocabulary, certainly necessary for these students, but, at the same time, insufficient for building an eloquent statement capable of influencing the consciousness and feelings of the audience.

5. In all textbooks, the vocabulary-minimum for each topic includes phraseological units functioning in English political discourse to some extent.

In some textbooks there are sections like *Vocabulary List*, *Vocabulary Practice*, *The Right Word in the Right Place*, *Phrasal Verbs*, *Common Fixed Expressions*, *Proverbs and Sayings*, *Phrasal Verbs and Set Expressions*, which give a list of words and fixed expressions that are necessary for active learning and may be difficult for Russian-speaking learners.

6. A number of textbooks do not aim to develop the ability to translate PU of English political discourse. Translation in them is used mainly as a means of semanticising the meaning PU, which further represents the basis for the formation of skills in other types of speech activity (reading, listening, speaking and writing). The following exercises can serve as an illustration of such exercises: *Give Russian equivalents and find words and expressions in the text*; *Find these sentences in the text and use the context to help you translate these phrases*; *Translate the following word-combinations without consulting the Vocabulary List*; *Match the following phrases to their equivalents (one Russian word has two English equivalents)* and so on.

Some textbooks lack any training in the use of PU in speech: students are simply asked to learn and memorize words and expressions, which, as a rule, are placed in a list after the text read, e.g.: *Memorize the word combinations*; *Language notes*; *Study the vocabulary*; *Learn the following collocations*, etc. This methodology does not contribute to the formation of stable lexical skills necessary for the development of translation skills.

In a number of textbooks, attempts are made to use exercises aimed at teaching translation of PU, for example: *Translate the sentences using the appropriate*

*phrasal verb*; Write the following text in English using the phrasal verbs where possible, etc. However, they cannot fulfil all the requirements specified in the WPD, as they do not imply familiarity with all types of phrasal verbs and their translation methods.

Concluding the analysis of English language textbooks aimed at training specialists in the field of international relations, we note that in some textbooks there is no training in translation of PU of English political discourse. In a number of cases, elements of such training have been identified. In addition, translation training in general is present in several textbooks, as a rule, in fragments, which does not meet the requirements stated in regulatory documents (FSES, WPD).

Thus, in the process of teaching students specializing in international relations to translate PU of English political discourse into Russian, it is necessary to take into account all the above-mentioned factors, paying special attention to the factor of bilingualism and the principle of interrelated training in all types of speech activity, to familiarise students with the features of academic translation and the elements of professional translation, as well as to develop the mechanism for selecting and implementing specific translation solutions.

### **2.3. The content of teaching students specializing in international relations to translate phraseological units of English political discourse into Russian**

In foreign language teaching methodology there are different points of view on the problem of teaching content. In the broadest sense, the teaching content is understood as the total of what “learners should master so that the quality and level of their mastery of the language learnt corresponds to the tasks of a given educational institution” [Lapidus, 1986: 5].

When teaching professional communication, it is important to take into account the professional orientation of students. Taking into account this feature, the teaching content in this study is understood as “the total of what the learners should master so that the quality of their preparedness (“learning”) corresponds to the tasks of their profession” [Khaleeva, 1994: 25].



In the component composition of the teaching content, researchers usually distinguish several aspects.

S. F. Shatilov includes the following components in the teaching content: 1) linguistic material; 2) knowledge of the rules of operating the linguistic material; 3) skills and abilities that ensure mastery of various types of speech activity; 4) coherent speech material (texts); 5) educational component (development of emotional, ethical, aesthetic sphere) [Shatilov, 1986].

G. V. Rogova, F. M. Rabinovich, T. E. Sakharova distinguish such components as: 1) linguistic component, speech material (samples of statements of different length) and linguistic and country material; 2) psychological component (knowledge, speech skills and abilities); 3) methodological component (teaching techniques that contribute to the knowledge of a new subject and the development of the basics of amateur labour) [Rogova, Rabinovich, Sakharova, 1991].

E. N. Solovova includes linguistic, speech and sociocultural material in the *linguistic component* of teaching content; the *psychological component* consists of linguistic, speech and sociocultural skills and abilities; the *methodological component* is represented by general learning skills and abilities [Solovova, 2008].

I. L. Bim considers teaching content as a set of a number of aspects: *material* (language and speech units), *ideal* (spheres, topics and situations of communication), *procedural-activity* (knowledge, speech skills and abilities, compensatory and learning skills), *motivational and value-orientation* (feelings and emotions that create a favourable environment for the learning and education process) [Bim, 2005].

In a more generalised form, two main components (aspects) of the teaching content are distinguished: *subject* (language material, knowledge and ideas about the surrounding reality, spheres, topics and communicative situations, texts, country and linguocultural knowledge) and *process* (skills of operating the language material, skills in speaking, listening, reading, writing, translation, compensatory skills, general academic skills and abilities) [Galskova, Gez, 2006; Shchukin, 2006, etc.].

In the framework of this study, it is necessary to take into account the point of

view according to which, when solving translation teaching tasks, the teaching content includes knowledge, speech skills and communicative abilities that ensure the ability to operate translation methods [Tarnaeva, 2011; Osipova, 2017].

The analysis of the points of view on the component composition of the teaching content and taking into account the aim and objectives of the present study gave grounds to include *subject* and *process* components in the teaching content aimed at teaching students of students specializing in international relations to translate phraseological units of English political discourse into Russian.

The ***subject component*** includes *language*, *speech* and *topic* material.

The *linguistic material* is represented by phraseological units, the abundance of which in English political discourse indicates the need to pay special attention to them when teaching students specializing in international relations professional-oriented English, including the training of methods used for translating these linguistic units.

The *speech material* includes texts functioning in the most frequent genres of English political discourse. It should be noted that many researchers (S. F. Shatilov, A. A. Mirolyubov, R. K. Minyar-Beloruchev, G. V. Rogova, B. A. Lapidus, I. L. Bim, etc.) single out texts as one of the most important components of the content of foreign language teaching, as they act as samples of communicants' mentality storage.

The study of works on political discourse (E. I. Sheigal, Y. M. Ivanova, L. A. Dautova, etc.) and the analysis of the functioning of PU in texts of English political discourse allowed for the purposes of this study to include texts of the following genre varieties in the selected speech material: from ritual genres – *inaugural address*, from agonal genres – *election speech*, *political debates*, *interview* and *public speech*. These genres are considered by the researchers to be prototypical genres, along with which peripheral genres are distinguished, of which a *journalistic article* is included in the teaching and speech material for teaching students specializing in international relations to translate PU of this type of discourse into Russian. The genre of the journalistic article was chosen due to the

fact that mass media discourse plays a special role in political discourse, which is the main channel of political communication.

An important role in the subject component of the teaching content is assigned to *topic material*, which, as it is noted, is of particular importance in teaching foreign-language professional communication, since this type of communication requires mastering a certain amount of knowledge that constitutes topics typical for a given speciality [Minyar-Beloruhev, 1990]. In the course of a number of experiments it was proved that special knowledge plays a more important role for understanding a foreign-language professional text than a high level of language proficiency [Sokolov, 1947].

The choice of this or that topic for teaching a foreign language should correspond to the requirements of the current curriculum. The significance of the topic is that it allows selecting the vocabulary (lexical minimum) necessary for teaching with the greatest degree of ease [Gez, Lyakhovitsky, Mirolyubov et al., 1982].

Within the framework of the present study, the *following criteria are supposed to guide the selection of topics* for teaching students specializing in international relations to translate phraseological units of English political discourse into Russian: 1) inclusion of the topic in the sphere of socio-political activity; 2) presence of communicatively significant problems within the given topics of communication; 3) compliance of the topic material with the requirements of regulatory documents.

The second component of the content of teaching students specializing in international relations to translate PU into Russian is the *process component*, which includes a set of *basic* and *special knowledge*, *speech skills* and *abilities* necessary to translate phraseological units functioning in English political discourse into Russian.

*Knowledge* is one of the most important components of teaching content, as it plays a key role in the formation of an ability, which includes speech skills based on knowledge [Azimov, Shchukin, 2009].

To meet the objectives of this study, students are expected to get the following

knowledge:

- 1) knowledge of the essence of the concept of “phraseological unit”;
- 2) knowledge of the key features of PU;
- 3) knowledge of the most frequent types of PU in English political discourse;
- 4) knowledge of the specifics of PU functioning in the texts of English political discourse;
- 5) knowledge of the role of PU in texts of different styles and genres of political discourse.

Along with knowledge, the process component usually includes *speech skills*, which are understood as a stereotyped, automatic action with linguistic material [Azimov, Shchukin 2009: 298] and whose main qualities are automaticity, stability in the performance of speech operations, awareness, durability, lability, flexibility [Shatilov, 1986], compliance with the norm of language and normal rate of performance [Leontiev, 2003].

In this study, the following *speech skills* are included in the process component of the teaching content: 1) the skill of using monolingual or bilingual dictionaries (paper or electronic) when translating PU; 2) the skill of linguistic and contextual guessing when transferring the meaning of PU into Russian; 3) a combination of linguistic guessing and dictionary skills when transferring the meaning of PU into Russian; 4) the skill of using various online resources (websites, etc.) when translating PU; 5) the skill of translating PU presented in isolation; 6) the skill of translating PU into Russian at a fast pace; 7) the skill of using and translating PU in a narrow context; 8) the skill of using and translating PU in a broad context; 9) the skill of paraphrasing the meaning of PU by other linguistic means and translating them in a narrow context; 10) the skill of identifying PU in an audio / printed text and translating them in this context.

Speech skills are an indispensable condition for the development of *speech abilities*, the main qualities of which researchers consider to be creative, since the conditions of communication are always diverse, and each time the speaker / writer has to select certain language means and speech skills to carry out communication

[Zimnyaya, 1978; Leontiev, 2003; Shamov, 2008, etc.]. The main characteristics of speech skills include purposefulness, dynamism, productivity, hierarchy and independence [Azimov, Shchukin, 2009].

The following *speech abilities* are included in the process component of the content of teaching students specializing in international relations to translate PU of English political discourse into Russian: 1) the ability to correlate PU with a communicative situation; 2) the ability to realize the functional role of PU in a specific context; 3) the ability to identify in the original text the communicative effect created by PU and preserve it when translated into Russian; 4) the ability to choose a translation method to convey the meaning of PU depending on the functional style and genre of the text in which they are used; 5) the ability to identify a translation method for conveying the meaning of PU in texts of various genre and stylistic orientation; 6) the ability to convey the summary of the statement containing PU by means of the translation language; 7) the ability to translate into Russian the content of the statement containing PU close to the original text.

Thus, the content of teaching students specializing in international relations to translate PU of English political discourse into Russian includes the following components: *subject* (linguistic, speech and topic material) and *process* (a set of knowledge, speech skills and communicative abilities required to translate PU of this type of discourse into Russian).

#### **2.4. Selection and organisation of teaching and speech material when teaching students specializing in international relations to translate phraseological units of English political discourse into Russian**

A significant role in the effectiveness of teaching any aspect of language and, in particular, in teaching students specializing in international relations to translate phraseological units of political discourse into Russian belongs to the selection of teaching material. In this paper we select phraseological units functioning in English political discourse as the units of selection. In this study, a phraseological unit is understood as “a lexically indivisible, stable in its composition and structure,

integral in meaning word combination reproduced in the form of a ready-made speech unit” [Vinogradov, 1997: 415].

The selection of units of linguistic material for teaching this contingent of students to translate PU of English political discourse into Russian is based on a number of criteria (or principles) determined by the characteristics of political discourse.

In the methodological literature, the criteria for the selection of teaching and speech material are understood as “requirements to the quality of selected units or simultaneously to the quality of units and to the whole selected material that are correlated with the initial provisions” [Lapidus, 1986: 31]. The question of what criteria should be used in each specific case depends on the purpose, teaching conditions, and the volume of the language minimum.

There are different approaches to determining the criteria for selecting teaching and speech material (I. L. Bim, N. D. Galskova, E. I. Passov, I. S. Poznyak, S. F. Shatilov, etc.).

Within the framework of the present study, it is considered appropriate to apply the following *criteria for selecting phraseological units of English political discourse*.

1. In accordance with the ***criterion of expressiveness of speech***, the selection is based on those PU that give emotional colouring to statements, which allows politicians to attract the attention of the audience. In accordance with this criterion, the selection of linguistic teaching material includes a significant number of PU with emotional and evaluative connotations. Examples are the following PEs: *a red line* / *красная линия*, *pipe-laying* / *политические махинации*, *to play for one’s own hand* / *действовать в своих интересах*, and so on.

2. According to the ***criterion of frequency***, the vocabulary-minimum includes the most used types of PU functioning in English political discourse (e.g., phrasal verbs *to sink under* / *идти ко дну*, *to go beyond* / *превышать*; phraseological fusions *a lame duck* / *провалившийся на выборах кандидат*; phraseological combinations *big stick policy* / *политика «большой дубинки»*; communicative

PU *The first rule of politics: there are no rules. You make your own luck* / Первое правило политики – не существует никаких правил. Вы сами создаете себе удачу (the last example is taken from T. Blair's speech [Blair, 2006]).

3. In accordance with the ***thematic criterion***, the selection of PU according to the given theme is carried out. For example, the theme “Government and political parties” can be represented by the following phraseological expressions: *brain trust* / группа советников президента, разрабатывающая планы и проекты для правительства; *shadow cabinet* / теневой кабинет, etc.

L. G. Pavlovskaya notes that, on the one hand, structuring phraseological units according to the thematic principle is inconvenient, since by their nature phraseological units are polysemantic, polyfunctional and can be referred simultaneously to different topics. On the other hand, it is also an advantage for didactics, as the repetition of phraseological units in different topics allows developing speech abilities in different communicative situations [Pavlovskaya, 2000].

4. The ***criterion of semantic value*** implies the selection of phraseological units that reflect the specifics of a particular topic to the greatest extent. For example, in the framework of the theme “Elections and voting” we can identify such significant PU as *to sow discord* / сеять вражду, *to play politics* / вести нечестную политическую игру, *to sit on one's hands* / сидеть сложа руки, and others.

5. The ***criterion of functional-stylistic differentiation*** takes into account the ability of PU to act as means differentiating functional styles of speech. Here we can include stylistic synonyms, for example: in the synonymic series *lame duck* – *walking corpse* – *dead beat* / побеждённый кандидат all phraseological units have not only emotional-expressive colouring (*lame duck* has an ironic connotation, *walking corpse* and *dead beat* – contemptuous), but also have different stylistic markings (*lame duck* and *walking corpse* belong to the general literary style, and *dead beat* – to slang).

6. In accordance with the ***criterion of contextual relevance***, the linguistic

material includes such PU that could serve as an example of how the context helps the translator to choose the right translation option. For example, the phraseological unit *to take a knee* can have the meaning “опуститься на колени” and “становиться, прекратить что-либо делать”. It is thanks to the context that its meaning can be understood correctly.

T. S. Serova notes that from the methodological point of view, the effectiveness of developing such qualities of translation skill as flexibility and stability is based on the automation of the skill in different environments and contexts. In addition, within the framework of this approach, the translation skill is formed in several types of speech activity at once: in written translation – in reading, thinking and writing, in oral translation – in listening, thinking and speaking [Serova, 2016].

7. The *critterion of taking into account interlingual and intercultural interference* provides for the codification of speech norms and the selection of idiomatic speech units illustrating full or partial mismatch of cultural backgrounds in order to prevent cultural interference. An example of such interference can be a fragment of a teaching experiment, when the Russian phraseological unit *быть в чей-то шкуре* was translated by some students literally as *to be in someone's skin* (skin – шкура), while the English analogue sounds differently – *to be in someone's shoes*.

8. An important role in the context of this study is played by the *critterion of functional correspondence of phraseological units to the purpose of political utterance*, according to which the selection of PU functioning in various genres of English political discourse, performing the main functions in this type of discourse and realising the main goal – the struggle for power and retention of power, is carried out, for example: *Middle America / налогоплательщики, средний класс; up on my word / Клянусь честью!*; *to win in a breeze / легко добиться победы*, etc. Such phraseological units are aimed at the implementation of the emotional and figurative function, which allows appealing to the audience's feelings, attracting their attention to the problem and forming a certain attitude towards it.



9. The *criterion of sufficiency* means the selection of such a volume of phraseological units, which is necessary to achieve the goal of learning activity in a particular period of training and satisfies and corresponds to the level of foreign language proficiency required at a particular stage of training.

On the basis of the above principles the following types of PU are selected: at the level of word combinations (phraseological fusions, phraseological unities, phraseological combinations) and predicative structures (communicative phraseological units).

When organising the selected corpus of linguistic material, the peculiarities of the functioning of these types of PU in certain types of discourse are taken into account: (a) commonly used PU occurring in other types of discourse besides political discourse; (b) PU specific to other types of professional discourse; (c) PU used strictly in the political sphere.

The *selection of texts* is based on the criteria below.

1. The *criterion of idiomatic text*. An idiomatic text is a text in which idiomatic speech units function [Baranov, Dobrovolsky, 2008; Osipova, 2015; Tarnaeva, 2017 (b)]. According to this criterion, texts on political topics are selected in which idiomatic speech units function (in the context of this paper – at the level of phraseological units).

2. Among the criteria for selecting texts, the *criterion of authenticity* plays a special role, according to which texts used within the real context of political events are to be selected.

Researchers (T. N. Astafurova, V. P. Furmanova, O. I. Trubitsina, I. I. Khaleeva, etc.) note that authentic texts provide extensive practice of language use, demonstrate forms of language functioning in a natural social context.

E. V. Nosonovich and R. P. Milrud consider the following characteristics of an authentic text: 1) *structural authenticity* (related to the content and formal integrity of the text, logico-grammatical links between its components); 2) *lexical-phraseological authenticity* (authentic text is a valuable material for learning and working on English phraseology); 3) *grammatical authenticity* (it is connected with

filling the text with grammatical structures characteristic for the given language); 4) *functional authenticity* (it correlates with real conditions of functioning of the learnt language, with various linguistic means necessary for communication in the learnt language). At the same time, researchers emphasise the necessity of preserving the originality of texts of various genres selected for teaching and speech material, as this contributes to a deeper acquaintance with the vocabulary and speech clichés specific to various speech situations [Nosonovich, Milrud, 1999].

Genuine and pedagogical authenticity are distinguished. Genuine authenticity is understood as “a real product of speech activity of native speakers” [Azimov, Shchukin, 2009: 25], pedagogical – as an adaptation of an authentic text (lexical and grammatical adaptation taking into account the level of proficiency in the foreign language, a significant reduction in the volume of the text, adding parts of the text aimed at explaining certain concepts, realities, etc.) [Widdowson, 1990]. However, L. P. Tarnaeva emphasises that this type of authenticity is allowed only at the initial stages of teaching translation of professionally oriented texts [Tarnaeva, 2010]. When teaching professionally-oriented foreign-language discourse, *methodical authenticity* is allowed [Tarnaeva, 2010; Smirnova, 2016; Osipova, 2017]. L. P. Tarnaeva notes that methodological authenticity does not imply any linguistic changes in the text, but allows the removal of a fragment from a large text without losing its logical and semantic structure [Tarnaeva, 2010].

Thus, teaching a natural, living language is possible only if there are materials taken from the life of the country of the language learnt or compiled taking into account the cultural peculiarities, mentality of the native speakers of the language learnt and speech norms. Authentic texts will allow teaching the translation of phraseological units functioning in English political discourse into Russian with greater efficiency and deeper immersion in the natural communicative environment in the course of foreign language classes.

3. The *criterion of text exemplarity* implies the selection of textual material that serves as a sample of texts on the basis of which students specializing in international relations acquire the skills of translating PU in the texts of political

discourse.

4. According to the *critterion of emotional intensity*, texts that can evoke an emotional reaction in the addressee are to be selected. This will make it possible to clearly understand the intensional basis of the original text and to convey this effect in the translated text.

5. The *critterion of genre sufficiency* implies the selection of texts in terms of genre, style, text type and taking into account the interests of students' future speciality. In the framework of the present study, such texts include *inauguration speech, election speech, political debate, public speech, interview* and *journalistic article on socio-political topics*.

6. In accordance with the *critterion of correspondence of the selected texts to the profile of training*, the selection and organisation of teaching and speech material is carried out, which correlates with the type of professional activity for which the students are being prepared.

7. The *critterion of sufficiency* implies the selection of educational and speech material in the volume that should meet the programme requirements and provide the opportunity for students to conduct English political discourse at this stage of training effectively.

The texts that include PU *are organised into topic blocks* that correspond to the syllabus requirements. Block I includes texts related to *Understanding politics, Leaders and Leadership, Government and Political Parties*. Block II is organised around the topic of *National and Global Economy*. Block III consists of texts related to *National Identity, Racial Discrimination* and *Civil Rights*. The texts in Block IV are related to the topic of *War and Peace*. Block V is related to the topic of *Elections and Voting*.

The selected educational and speech material, thus, will form the substantial basis of the methodological technology aimed at developing abilities in translating PU of English political discourse into Russian in students specializing in international relations.

## 2.5. Technology of teaching students specializing in international relations to translate phraseological units of English political discourse into Russian

The methodological technology developed in this study is an organized complex of methodological techniques aimed at training future specialists in the field of international relations to translate PU of English political discourse into Russian. The proposed methodological technology assumes the educational activity of the students on the basis of two modules: theoretical and practical.

The *theoretical module* is presented in the form of comments that precede the performance of a particular exercise. These comments are aimed at 1) mastering the basic knowledge about phraseological units (definition, features and classification of PU); 2) understanding the peculiarities of their functioning in texts of English political discourse (mastering the knowledge of their role in texts of different styles and genres, in the implementation of a certain communicative effect); 3) mastering the knowledge of translation methods of PU (phraseological equivalent, phraseological analogue, tracing, descriptive translation, combined methods, neutral lexical means).

Sample of a comment:

**Phraseological units (Idiomatic expressions) / Фразеологические единицы (идиоматичные выражения)** are word combinations whose meaning cannot be derived from the meaning of their elements:

*to sit on someone's hands*

*сидеть + на + чей-то + руки*

↓

*сидеть сложа руки*

**These are:**

- **phraseological fusions / фразеологические сращения** *a lame duck / провалившийся на выборах кандидат; to sink under / идти ко дну* и др.;
- **phraseological unities / фразеологические единства** *a wolf in a sheep's clothing / волк в овечьей шкуре* и др.;
- **phraseological combinations / фразеологические сочетания** *to sow*

*Continuation of the commentary*

*discord / сеять вражду и др.;*

• **communicative phraseological units** / **коммуникативные фразеологические единицы** *Hope springs eternal / Надежда умирает последней.*

The ***practical module*** is a complex of exercises aimed at developing skills and abilities to translate phraseological units of English political discourse into Russian. This module includes three blocks of its kind: Block I – *Learning and translating phraseological units*, Block II – *Practicing and translating phraseological units*, Block III – *Translating texts with phraseological units*.

Each block contains comments representing a theoretical stage of students' learning activity. A comment that guides students to complete tasks can relate to either an individual exercise or a group of exercises.

In foreign language teaching methodology there are different interpretations of the term “exercise”: structural units of methodological organisation of material, providing subject actions with this material and the formation of mind actions on their basis [Bim, 1977]; “specially organised in teaching conditions, single or repeated performance of a single or a number of operations or actions of speech (or language) character” [Shatilov, 1986: 55]; purposeful, interrelated actions performed in the order of increasing difficulty, taking into account the sequence of formation of speech skills and abilities [Azimov, Shchukin, 2009]. This paper adopts the definition of an exercise proposed by S. F. Shatilov.

In methodological literature there are different approaches to defining the structure of an exercise. I. L. Bim considers the following elements to be the structure of an exercise: 1) setting the task (or explaining the task given in the textbook); 2) indicating the way to solve the task or presenting a sample of its solution; 3) solving the task (doing the exercise using support aids); 4) control or self-control [Bim, 1977].

G. V. Rogova, F. M. Rabinovich, T. E. Sakharova argue that an exercise

should consist of three parts: 1) instructional (task and instructions for its fulfilment); 2) executive; 3) control [Rogova, Rabinovich, Sakharova, 1991].

This paper adopts the point of view of V. M. Filatov and T. A. Ulanova, who include the following components in the structure of exercises: 1) the presence of a goal; 2) the presence of the content (what is learnt); 3) the presence of real learning actions that contribute to the solution of educational and communicative tasks, the implementation of methods and techniques of academic work; 4) consideration of conditions (the student's awareness of the goal of learning actions, the reflection in his mind of the content of these actions and the presented situation in which these actions are performed); 5) the implementation of control and self-control [Filatov, Ulanova, 1997].

In accordance with the definition of exercises the following types are distinguished: *linguistic* (aimed at mastering specific linguistic material) and *speech* (aimed at the use of linguistic units actually in speech) [Rakhmanov, 1956].

Later, a classification was proposed, according to which the following types of exercises are distinguished:

1) non-communicative (preparatory, training, characterised by a lack of connection with the speech situation, contributing to the understanding and meaningful acquisition of a linguistic phenomenon);

2) conditional (instructional)-communicative (aimed at practising language material in a communication imitating natural communication);

3) authentic (naturally)-communicative (aimed at the development of communicative abilities) [Shatilov, 1986].

In the context of translation training, researchers consider *linguistic* (aimed at mastering the semantics of the source and target languages), *operational* (related to the use of translation methods) and *communicative* (used for practising communicative actions aimed at solving the translation task) exercises [Komissarov, 1997; Alikina, Pogorelaya, Falco, 2021].

This study adopts the classification of exercise types proposed by

S. F. Shatilov. Accordingly, the following types of exercises and tasks are presented in the complex of exercises, which is understood as a complex of all types of exercises aimed at the formation of particular skills and abilities [Shatilov, 1986]: *non-communicative (linguistic)*, *conditional-communicative* and *authentic-communicative (speech) exercises*. These types of exercises are designed to form the knowledge, skills and abilities necessary to convey the meaning of phraseological units of English political discourse by means of the target language. The inclusion of such exercises in the teaching process does not mean focusing only on this component of the teaching content. The tasks that provide for mastering the skills of translating phraseological units of this type of discourse are performed by students as part of classroom activity on the topics stipulated by the programme requirements.

This complex of exercises includes exercises to be completed on paper and using electronic resources (ER).

The exercises based on the use of ER allow diversifying both classroom and independent work. Such a property of ER, as interactivity, provides students with demonstration of authentic materials in text, audio and video formats and a wide range of options for choosing the mode of work with educational and speech material, which increases the interest of students in cognitive activity. These learning tools not only help to automate speech skills and develop activities in various types of speech activity, but also develop skills in working with modern technical means (first of all, computer), analytical abilities, skills of independent analysis and processing of speech material. Thus, they allow the teacher to optimise the learning process and, thus, increase the effectiveness of the learning process [Nazarova, Valeev, 2017; Strokan, 2017; Lyubshina, 2021; Shkarednykh, Simonova, 2022].

All exercises in the description of this set of exercises are given in the shortened form.

### **Learning and translating phraseological units**

The Learning and translating phraseological units block contains non-communicative (linguistic) exercises aimed at semantisation and consolidation of

knowledge about the meaning and form of the phraseological units, as well as at forming skills of translating phraseological units of English political discourse.

When performing exercises of this block, students develop the following speech skills: 1) the skill of using monolingual or bilingual dictionaries (paper or electronic) when translating a PU; 2) the skill of linguistic and contextual guessing when transferring the meaning of PU into Russian; 3) a combination of linguistic guessing and dictionary skills when transferring the meaning of PU into Russian; 4) the skill of using various network resources (websites, etc.) when translating PU; 5) the skill of translating PU presented in isolation; 6) the skill of translating PU into Russian at a fast pace; 7) the skill of using and translating PU in a narrow context.

### **Examples of exercises Learning phraseological units**

#### **Example of exercises for translation-free semantisation of phraseological units**

*Guess the meaning of the phraseological units underlined in the text and choose the suggested option closest to their meaning / Догадайтесь о значении подчёркнутых в тексте фразеологизмов, выбрав наиболее близкий по значению вариант из предложенных ниже.*

1) ... Because first of all, we've made tremendous progress. We've rebuilt our military. We've cut your taxes at the highest level. We've gotten rid of more regulations than any president in history no matter how long they were in office ... (Trump D. Michigan Rally Speech, 2020).

1. The phraseological unit *to make progress* in paragraph 5 is closest in meaning to:

- a) to supply someone with necessary things
- b) to be or become successful, especially financially
- c) to move forward in one's work or activity ... *etc.*



**Example of exercises on the semanticisation of phraseological units  
with the help of a dictionary**

*Cross out the incorrect translation of the following phraseological units, using a dictionary / Вычеркните неверный вариант перевода следующих фразеологизмов, пользуясь словарём.*

Phraseological unit	Its Russian equivalent
to strike a different tone	<ul style="list-style-type: none"> <li>● разговаривать на повышенных тонах;</li> <li>● звучать иначе;</li> <li>● придерживаться иной позиции;</li> <li>● придерживаться иной линии поведения</li> </ul> <p>... etc.</p>

**Example of mixed type exercises**

**(translation-free semantisation + with the help of a dictionary)**

1. *Try to guess the meaning of the phraseological units given in the box and fill in the gaps in the text with them. Check yourself, using a dictionary / Попробуйте догадаться о значении предложенных в рамке фразеологизмов и вставьте их в пропуски в тексте. Проверьте догадку, используя словарь.*

raise taxes   pay for   skyrocketing   go down   running this country   laid out ...
--

SCHIEFFER: All right.

Senator Kerry, a new question. Let's talk about economic security. You pledged during the last debate that you would not \_\_\_\_\_ on those making less than \$200,000 a year. But the price of everything is going up, and we all know it. Health-care costs, as you are talking about, is \_\_\_\_\_, the cost of the war ... (The Third Bush-Kerry Presidential Debate, 2004). ... etc.

2. *Read the text and try to replace the Russian words with their English*

*equivalents given in the box. Check yourself, using a dictionary / Прочитайте текст и попробуйте заменить русские слова на их английские эквиваленты, представленные в рамке. Проверьте Ваш выбор, используя словарь.*

step up tackle the challenge agreed on struck a very different tone ...

... As the world's second and sixth biggest polluters, respectively, the United States and Russia **договорились** the need to **активизировать меры** on climate action, and said they would work together to **решить проблему**... (Kottasová I. Climate is the only thing Russia and the US can agree on right now. That's how bad it's got. CNN, 2021). ... *etc.*

The exercises on the semanticisation of PU may include tasks involving the use of electronic resources. For example, the non-communicative exercise *Reading in Levels* is based on the use of the electronic resource *News in Levels* (<https://www.newsinlevels.com/>). Learners can be offered a task aimed at developing both the skills of contextual guessing about the meaning of a phrase and the skills of using a dictionary. The technology of work with the resource consists of reading the same news story presented at three levels (*Level 1* (Elementary), *Level 2* (Pre-Intermediate) and *Level 3* (Advanced)). The aim in this case is to expand the active vocabulary. The *Level 1*, *Level 2* and *Level 3* buttons are used to select the speech and language material for a particular level of training. Level 1 and Level 2 tasks use texts that have been methodically adapted, i.e. not authentic.


In order to semanticise PU of English political discourse, students may be asked to read the first level text. It is small in volume, consists of simple grammatical constructions and provides repetition of the most significant lexical units, according to the developers of the resource, which are highlighted in bold in the text. The meaning of each new word can be learnt in the *Difficult words* section below the printed text, which provides a better level of comprehension. In order to develop their language guessing skills, students are asked to explain the meaning of lexical

units not marked by the authors in the text and not presented in the *Difficult words* section.

A) Follow the link (<https://www.newslevels.com/products/bidenomics-level-1/>) and read the news report “Bidenomics”. By context, try to guess the meaning of phraseological unit “trickle-down economics”. Use the highlighted words to explain the meaning of the phraseological unit / Пройдите по ссылке (<https://www.newslevels.com/products/bidenomics-level-1/>) и прочитайте новостной репортаж “Bidenomics”. По контексту попытайтесь догадаться о значении фразеологизма *trickle-down economics*. Используйте выделенные в тексте слова для объяснения значения данного фразеологизма (Figure 1).

**Bidenomics – level 1**

06-07-2023 07:00 Level 1 Level 2 Level 3




US President Joe Biden has a new economic **theory** called Bidenomics.

Bidenomics focuses on the **middle class**. In a talk, Biden speaks about the good things that Bidenomics does. It is important to help the middle and bottom parts of the economy. Raegan uses trickle-down economics when he is the president. It means that rich people pay lower **taxes**. Biden thinks that this hurts the middle class. To get money for Bidenomics, the president wants rich people and big companies to pay their fair part of taxes.

Three important things about Bidenomics are spending money on public things, helping workers get better jobs, and making sure companies compete fairly.

Difficult words: **theory** (a set of ideas), **middle class** (the group of people between the very rich and working classes), **tax** (money which people pay to a government).

You can watch the original video in the Level 3 section.



**Figure 1 – News in Levels. Bidenomics – Level 1**


Students are then asked to move on to read the same news report at the next level (*Level 2*). This level uses a longer text. There are more complex grammatical and lexical phenomena. The text is accompanied by a glossary that includes lexical units that are more difficult to learn than those at Level 1. At this stage, students will be able to use a more detailed context to guess the meaning of the proposed

phraseological unit.

B) Follow the link (<https://www.newslevels.com/products/bidenomics-level-2/>) and read more detailed news report “Bidenomics”. Using the context and highlighted words try to expand the meaning of phraseological unit “trickle-down economics” / Пройдите по ссылке (<https://www.newslevels.com/products/bidenomics-level-2/>) и прочитайте более детальный новостной репортаж “Bidenomics”. Используя контекст и выделенные слова, попытайтесь расширить значение фразеологизма *trickle-down economics* (Figure 2).

**Bidenomics – level 2**

06-07-2023 07:00 Level 1 Level 2 Level 3



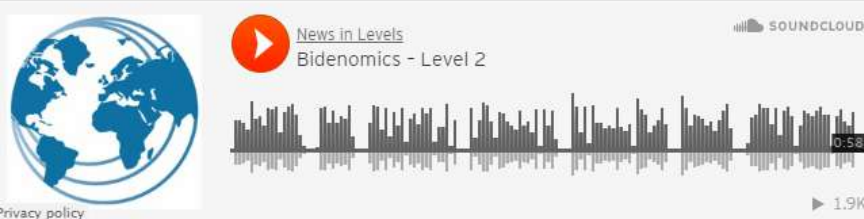
US President Joe Biden is introducing his economic theory called Bidenomics.

Bidenomics focuses on the middle class. It doesn't agree with trickle-down policies, rules which help the rich, and as a result, the poor do better, too. In a speech, Biden said that Bidenomics was a good thing for America and **emphasized** growing the economy. Trickle-down economics involves **tax cuts** for the rich and large companies, but Biden believes it hurts the middle class.

Biden wants the rich and companies to pay their fair share of taxes. Three key points of Bidenomics are making public investments, supporting and educating American workers, and promoting **competition**.

Difficult words: **emphasize** (to show that something is very important), **tax cut** (when the government decreases the amount of money which people pay), **competition** (when a person or company is trying to win or be more successful than someone else).

You can watch the original video in the Level 3 section.



**Figure 2 – News in Levels. Bidenomics – Level 2**

The third level offers the same news report, but in a version as close to the authentic as possible, presented under the printed text in the form of a video clip taken from an authentic English-language news resource. Here the text is characterised by the presence of complex grammatical constructions, abbreviations, slang, metaphors, etc. This stage is devoted to testing the guess about the meaning

of PU suggested at the first level with the help of the vocabulary footnote given in the *Difficult words* section.

C) Follow the link (<https://www.newslevels.com/products/bidenomics-level-3/>) and read the original news report “Bidenomics”. Using the context, give the final definition of phraseological unit “trickle-down economics”. Check yourself, using rubrics “Difficult words” / Пройдите по ссылке (<https://www.newslevels.com/products/bidenomics-level-3/>) и прочитайте оригинальную версию новостного репортажа “Bidenomics”. Используя контекст, предложите финальный вариант значения фразеологизма *trickle-down economics*. Проверьте Вашу догадку, обратившись к рубрике *Difficult words* (Figure 3).

Bidenomics – level 3

06-07-2023 07:00 Level 1 Level 2 Level 3


US President Joe Biden is introducing his economic theory, Bidenomics, which focuses on the middle class and rejects trickle-down policies.

In a speech, Biden highlighted the achievements attributed to Bidenomics and emphasized the importance of growing the economy from the middle and bottom. Trickle-down economics, associated with Reaganomics, involves tax cuts for the wealthy and large companies; however, Biden believes it has harmed the middle class. To fund Bidenomics, the president aims to ensure that the wealthy and corporations pay their fair share of taxes.

Three key principles of Bidenomics include making public investments, **empowering** and educating American workers, and promoting competition. However, Biden faces challenges in gaining public support for his economic **agenda**.

Difficult words: **trickle-down** (the theory that the poorest in society gradually benefit as a result of the increasing wealth of the richest), **empower** (to make someone stronger and more confident), **agenda** (a list of things to be considered or done).

You can watch the video news lower on this page.



**Figure 3 – News in Levels. Bidenomics – Level 3**

The following exercise is done using website *Political Dictionary*



(<https://politicaldictionary.com/>).

A) Read the list of the phraseological units presenting topic “Elections”/  
Прочитайте список фразеологизмов по теме «Выборы»:

1. slush fund
2. purple state
3. advance man ... etc.

B) Choose ONE and study its meaning and the peculiarities of its use on website “Political Dictionary” (<https://politicaldictionary.com/>) / Выберите из списка ОДИН фразеологизм и изучите его значение и особенности его использования на сайте Political Dictionary (<https://politicaldictionary.com/>).

C) Find section “Uses of “...” in a sentence” at the end of the dictionary entry. Read the sentences with this phraseological unit and translate them into Russian / В конце словарной статьи найдите раздел «Uses of ... in a sentence / Использование ... в предложении». Прочитайте предложения с этим фразеологизмом и переведите их на русский язык (Figure 4).

#### Uses of “Purple State” in a sentence

- “Nevada became a US state in 1864, during the Civil War, giving it the motto ‘Battle Born.’ It is a battleground state politically, a ‘purple’ state.” — [London School of Economics](#) (February 18, 2020)
- “But even if Texas isn’t a purple state, it is a gigantic state and therefore an important one. And the switch from R+20 to R+11 matters.” — [Vox](#) (October 9, 2019)
- “Despite Obama’s strength in red-state caucuses and McCain’s appeal as a moderate, this analysis keeps the number of “purple” states – those neither safely red nor blue but still up for grabs – at its original 19, at least this stage of the most wide-open presidential contest in at least a half century.” — [The Pew Charitable Trusts](#) (March 6, 2008)

#### Figure 4 – Political Dictionary. Purple state

D) Follow the same steps with other phraseological units from the list / Выполните те же действия с другими фразеологизмами из списка.

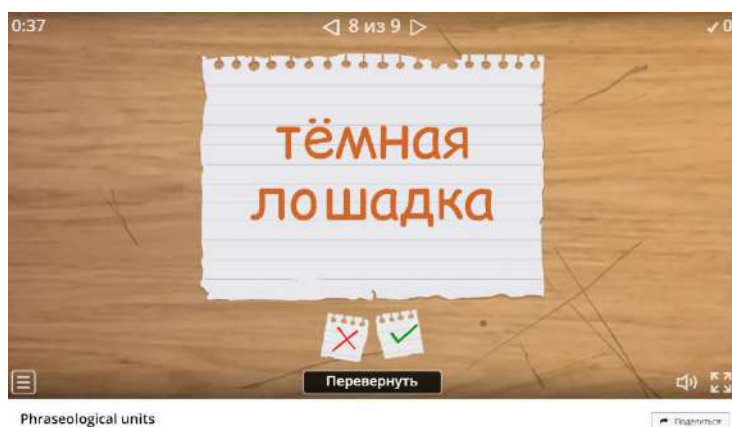
### **Example of exercises to practise translating PU presented in the isolation into Russian**

This exercise is based on the *Wordwall* online resource (<https://wordwall.net/ru>). Work with this electronic resource is based on the performance of interactive tasks created by the teacher on the basis of the proposed design templates for specific purposes and students. To complete the task, the teacher sends the link to the task to students.

*Follow the link and translate the phraseological units presented on the flashcards into Russian. Click the card to check whether your answer is correct / Перейдите по ссылке и переведите на русский язык фразеологизмы, представленные на флэш-карточках. Нажмите на карточку, чтобы проверить ваш ответ (Figure 5 and Figure 6).*



**Figure 5 – Wordwall. Interactive Flash Card template – front side of the card**



**Figure 6 – Wordwall. Interactive Flash Card template – back side of the card**

### Example of exercises to practise translating PU at a fast pace

*Work in pairs. One of you presents a card with a phraseological unit, another student has to translate it. The exercise is done at a fast pace. Take turns after practicing 15 cards / Работа в парах. Один студент предъявляет карточку с фразеологизмом, другой – переводит. Упражнение выполняется в быстром темпе. После перевода 15 карточек с ФЕ поменяйтесь ролями.*

1. to play politics

2. ward heeler

3. sacred cow ... etc.

### Example of exercises for training and activating of PU in a narrow context followed by translation of sentences containing PU

*Fill in the gaps using the phraseological units from the box. Translate the sentences into Russian / Заполните пропуски, выбрав фразеологизмы из рамки. Переведите предложения на русский язык.*

dark money   big gun   pocket veto   brain trust ...

1. The president employed a \_\_\_\_\_ to prevent the controversial bill from becoming law, avoiding a direct confrontation with Congress.
2. The candidate's campaign has been criticized for its reliance on \_\_\_\_\_ donations from wealthy donors. ... etc.

### Practicing and translating phraseological units

The aim of the exercises of the Practicing and translating phraseological units block is to further automate speech skills and develop the ability to translate PU functioning in English political discourse into Russian in situations imitating and



modelling natural communication. When performing conditional-communicative exercises, students form the following speech skills and abilities: 1) the skill of using and translating PU in a broad context; 2) the skill of singling out PU in an audio / printed text and their translation in a given context; 3) the skill of paraphrasing the meaning of PU by other linguistic means and their translation in a narrow context; 4) the ability to correspond PU to the communicative situation; 5) the ability to realise the functional role of PU in a particular context; 6) the ability to identify the communicative effect created by PU in the original text and preserving it when translating PU into Russian; 7) the ability to choose a translation method for conveying the meaning of PU depending on the functional style and genre of the text in which it is used; 8) the ability to identify a translation method for conveying the meaning of PU in texts of different genre and stylistic orientation; 9) the ability to convey the brief content of an utterance containing PU by means of the target language; 10) the ability to convey the content of an utterance with PU into Russian close to the original text.

### **Examples of exercises**

#### **Practicing and translating phraseological units**

#### **Example of exercises for selecting a translation method to convey the meaning of PU**

The following commentary is used in this exercise:

Перевод фразеологизмов осуществляется с помощью следующих *переводческих приёмов*:

- 1) *подбор фразеологического эквивалента / phraseological equivalent* (равноценен переводимому фразеологизму по заключённому в нём образу и стилистической окраске): *as cunning as a fox / хитрый как лиса*;
- 2) *подбор фразеологического аналога / phraseological analogue* (представлен в языке перевода фразеологизмом, основанном на ином образе): *to carry coals to Newcastle / ездить в Тулу со своим самоваром*;

*Continuation of the commentary*

- 3) **описательный перевод / descriptive translation** (осуществляется посредством описаний, объяснений, толкований, сравнений): *lame duck* / *провалившийся на выборах кандидат*;
- 4) **калькирование / tracing** (дословный перевод): *vicious circle* / *порочный круг*;
- 5) **комбинированный метод / combined method** (описательный оборот + калькирование): *kitchen cabinet* / «кухонный» кабинет – неофициальные советники президента;
- 6) **приём нейтрализации / neutral lexical means** (перевод фразеологизма эмоционально нейтральными лексическими единицами): *to win in a breeze* / *легко добиться победы*.

*Translate the sentences, paying attention to the translation of the underlined phraseological units. Choose one of the translation methods to convey the meaning of the phraseological units adequately: phraseological equivalent, phraseological analogue, descriptive translation, tracing, combined method (descriptive translation + tracing), neutral lexical means / Переведите предложения, обращая внимание на перевод подчёркнутых фразеологизмов. Выберите приём для адекватной передачи значения фразеологизма: фразеологический эквивалент, фразеологический аналог, описательный перевод, калькирование, комбинированный метод (описательный оборот + калькирование), приём нейтрализации.*

1) I'll tell you exactly how I can do it: by reinstating what President Bush took away, which is called pay as you go (J. F. Kerry. The Third Bush-Kerry Presidential Debate, 2004).

2) He attempted to close the door of hope with that doctrine of despair (F. D. Roosevelt. Campaign Speech, 1932) ... *etc.*

**Example of exercises to identify a translation method  
when transferring the meaning of PU into Russian**

*Read the fragments and their translation into Russian and say what translation method is used for translating phraseological units underlined /  
Прочитайте фрагменты и их перевод на русский язык. Скажите, какой переводческий приём был использован при переводе подчёркнутых фразеологизмов*

<p>Bolsonaro <u>ran a social-media-centered campaign</u> similar to Donald Trump's that promised to attack the corruption of political elites and <u>bring an iron fist to fighting crime</u>. ... (Faiola A., Lopes M. Bolsonaro wins Brazilian presidency. The Washington Post, 2018)</p>	<p>Подобно Дональду Трампу, Болсонару <u>вёл активную кампанию в соцсетях</u>, обещая разобраться с коррупцией и <u>взять преступников в ежовые рукавицы</u>. ... (ИноСМИ, 2018)</p>
<p><i>Translation method:</i> _____ ... etc.</p>	

**Example of exercises on correlation of PU  
with the communicative situation when translating**

This exercise is based on the online resource *InoSMI* (<https://inosmi.ru/>).

*A) Read English sentences and their translation into Russian with the missing phraseological units. Suggest the most successful, from your point of view, option for translating these phraseological units in each context. Say what translation methods you used / Прочитайте английские предложения и их перевод на русский язык с пропущенными фразеологизмами. Предложите наиболее удачный, с вашей точки зрения, вариант перевода фразеологизмов в данных контекстах. Скажите, какой переводческий приём вы использовали.*

1. The <u>sudden chill</u> in China's <u>relations</u> with the U.S. means that Beijing is <u>looking for friends</u> . (Editorial Board. A China-Japan Summit With Global Reach. Bloomberg, 2018)	После _____ Китая и США Пекин _____ себе друзей. (ИноСМИ, 2018)
<i>Translation method: _____ ... etc.</i>	

B) *Follow the links to the InoSMI website and find the sentences with these phraseological units in the translation texts. Say what translation methods were used in each case / Пройдите по ссылкам на сайт ИноСМИ и найдите в текстах перевода предложения с данными фразеологизмами. Скажите, какие переводческие приёмы были использованы в каждом случае.*

<b>Translation presented on website InoSMI – the link</b>	<b>Translation method used</b>
1. <a href="https://inosmi.ru/20181026/243548525.html">https://inosmi.ru/20181026/243548525.html</a>	_____ ... etc.

**Example of exercises on paraphrasing PU (corresponding PU with the communicative situation when translating)**

*Make the sentences less formal by using phraseological units from the box instead of underlined phrases. Translate the sentences into Russian / Сделайте предложения менее официальными, используя фразеологизмы из рамки вместо подчеркнутых выражений. Переведите предложения на русский язык.*

to wipe them off the map   a red line   to get back   a matter of record ...
--

1) That is unacceptable for us, because not only is Israel's security at stake, but our security is at stake if that unravels (B. Obama. Presidential Debate in Boca Raton, 2012).

2) That's what he stated, again, it has been publicly said (J. McCain. The

Second McCain-Obama Presidential Debate, 2008) ... *etc.*

**Example of exercises for selecting PU from a broad context  
and translating it**

*Fill in the gaps with the phraseological units from the box. Translate the fragments into Russian / Заполните пропуски, выбрав фразеологизмы из рамки. Переведите фрагменты на русский язык.*

filibuster	the Oval office	game-changer	Time will tell ...
------------	-----------------	--------------	--------------------

1) BROKAW: Senator Obama?

OBAMA: Well, Terry, first of all, we honor your service, and we're grateful for it.

We cannot allow Iran to get a nuclear weapon. It would be a \_\_\_\_\_ in the region. Not only would it threaten Israel, our strongest ally in the region and one of our strongest allies in the world, but it would also create a possibility of nuclear weapons \_\_\_\_\_ terrorists ... (The Second McCain-Obama Presidential Debate, 2008) ... *etc.*

**Example of exercises for identifying PU in the text heard and  
then translating the sentences containing PU**

This exercise is based on the online resource *Engoo. Daily News* (<https://engoo.com/app/daily-news>). The website offers reading or listening to news texts adapted to a particular level of English.

A) *Follow the link ([https://engoo.ru/app/daily-news/article/barack-obamas-legacy-race-health-care-and-hope/0cab\\_BIOEe6vEDesutn\\_sw](https://engoo.ru/app/daily-news/article/barack-obamas-legacy-race-health-care-and-hope/0cab_BIOEe6vEDesutn_sw)), listen to the news report "Barack Obama's Legacy: Race, Health Care and Hope" and write down the phraseological units used in the text heard / Пройдите по ссылке ([https://engoo.ru/app/daily-news/article/barack-obamas-legacy-race-health-care-and-hope/0cab\\_BIOEe6vEDesutn\\_sw](https://engoo.ru/app/daily-news/article/barack-obamas-legacy-race-health-care-and-hope/0cab_BIOEe6vEDesutn_sw)), прослушайте новостной репортаж*

*Barack Obama's Legacy: Race, Health Care and Hope* и выпишите фразеологизмы, которые использованы в прослушанном тексте.

B) *Derive the meaning of the phraseological units based on the content of the text heard / Выведите значение фразеологизмов, исходя из содержания прослушанного текста.*

C) *Read the transcript of the text heard, find the sentences with these phraseological units and translate them into Russian / Прочитайте транскрипт прослушанного текста, найдите предложения с этими фразеологизмами и переведите их на русский язык (Figure 7).*

The screenshot shows a webpage from Engoo. At the top, it says 'Engoo / Учебные материалы / Daily News'. The main title is 'Barack Obama's Legacy: Race, Health Care and Hope'. Below the title, it says '26 мая 2024 г.' and 'Advanced USA & Americas'. There is a toggle switch for 'Показать перевод' (Show translation) which is currently turned off. To the right of the text is a photograph of Barack Obama. Below the title, there is a section labeled 'Article' with a light blue box containing the instruction: 'Read the article aloud on your own or repeat each paragraph after your tutor.' Below this is a audio player interface with a play button, a progress bar, and a volume icon. The article text begins with: 'Barack Obama's Legacy: Race, Health Care and Hope' followed by 'Former US president Barack Obama said he was proud of his health care program and proud of "saving the world economy" after the 2007-2008 financial crisis.' The next line of text is partially visible: 'More than 15 years after he became the first Black president of the United States in January'.

**Figure 7 – Engoo. *Barack Obama's Legacy: Race, Health Care and Hope***

### **Example of exercises for extracting PU in a broad context and then translating sentences containing PU**

This type of exercises can contribute to the formation and development of selective translation skills and abilities.

The texts for translation are given in the shortened form.

1. *Read the text, choose the sentences with phraseological units and translate*

*them into Russian / Прочитайте текст, выберите в нём предложения с фразеологизмами и переведите их на русский язык.*

Dr Mahathir first set his yappy lap dogs – the loyal media – to work. Malaysian journalists who tried to land on the island were turned away by the Singaporean coastguard, even when they arrived on a Malaysian navy patrol craft.

... The gunboat diplomacy then turned to the pages of the newspapers. Amid the belligerent rhetoric emanating out of Kuala Lumpur, Dr Mahathir provocatively said in one interview that “short of going to war”, there was little Malaysia could do. ... (J. Aglionby. Gunboat diplomacy in the Singapore straits. The Guardian, 2003).

*2. Read a fragment of the text with phraseological units. Choose the sentences that convey the main idea of the passage. Translate them into Russian, trying to use the phraseological units from the original text / Прочитайте фрагмент текста с фразеологизмами. Выберите в нём предложения, передающие основной смысл высказывания. Переведите их на русский язык, стараясь сохранить фразеологизмы.*

... Families who enter our country the right way and play by the rules watch others flout the rules. Business owners who offer their workers good wages and benefits see the competition exploit undocumented immigrants by paying them far less. All of us take offense to anyone who reaps the rewards of living in America without taking on the responsibilities of living in America. And undocumented immigrants who desperately want to embrace those responsibilities see little option but to remain in the shadows, or risk their families being torn apart. ... (B. Obama. Address to the Nation on Immigration, 2014).

### **Example of exercises on awareness and transferring**

#### **the functional role of PU in the text**

#### **Example of exercises on transferring emotional-expressive function of PU**

This exercise involves the translation of PU when summarising the content of the source text into Russian. This exercise can contribute to the formation of translation-digest skills and abilities.

The exercise provides the following commentary:

**Дайджест / Digest** is a short summary presenting key ideas from a large amount of information (books, a certain number of articles on the topic, news, periodicals, etc.).

The text for the translation digest is abridged.

*Read the text and write a digest for it in Russian, using the phraseological units underlined to save the emotional effect created by them / Прочитайте текст и подготовьте к нему дайджест на русском языке, сохраняя подчёркнутые в тексте фразеологизмы для передачи эмоционально-экспрессивного эффекта.*

... If adopted, our plan will transform America's immigration system into the pride of our nation and the envy of the modern world. Our proposal builds upon our nation's rich history of immigration, while strengthening the bonds of citizenship that bind us together as a national family ...

Our policies have turbo-charged our economy. Now, we must implement an immigration system that will allow our citizens to prosper for generations to come. ... (D. Trump. Remarks on Modernizing Immigration System for a Stronger America, 2019).

### **Example of exercises on matching PU with the functional style when translating texts with PU into Russian**

The following commentary is provided in this exercise:

**Functional style (функциональный стиль)** is a system of interrelated language means serving a definite aim in communication.

#### **Functional styles:**

1. Colloquial Style (*conversation, shopping list etc.*)
2. Bookish (Literary) style:
  - *official style (business letter, documents, correspondence etc.)*
  - *scientific style (article, report, lecture etc.)*



*Continuation of the commentary*

- *publicist style (interview, speech, advertisement, essay etc.)*
- *belles-letters (drama, novel, poetry etc.)*

*Determine the functional style of the statements with the same phraseological unit. When translating the sentences into Russian, use one of the translation options below that corresponds to a particular functional style / Определите функциональный стиль высказываний, в которых используется один и тот же фразеологизм. При переводе на русский язык используйте соответствующие функциональному стилю варианты перевода, приведённые ниже.*

1) укрываться, прятаться; 2) отсиживаться; 3) залечь на дно;

4) находиться в зимней спячке

1) WikiLeaks founder Julian Assange fathered two children with a lawyer who was representing him while he was holed up in the Ecuadorian embassy in London fighting extradition, the lawyer told a British newspaper on Sunday (Reuters, 2020).

2) In the colder parts of their range, black bears hole up in a den, a windfall, at the base of a tree, under a rock ledge, or other suitable site and are inactive for a part of the winter (Natural Science Research Laboratory) ... *etc.*

**Example of exercises to practise  
interpreting sentences that include PU**

The exercise is based on the *Wordwall* resource (<https://wordwall.net/ru>) at a fast pace with a time limit. The pace is set by the teacher during the lesson. This exercise can contribute to the formation and development of consecutive interpreting skills.

*Work in pairs, follow the link and translate the sentences with phraseological units presented on the flashcards into Russian. One student completes the task, and another one monitors the pace. Then switch the roles / Работая в парах, перейдите по ссылке и переведите на русский язык предложения с фразеологизмами, представленные на флэш-карточках. Один студент выполняет задание,*

другой – следит за темпом. Затем поменяйтесь ролями (Figure 8).



**Figure 8 – Wordwall. Random Maps interactive template**

**Example of exercises to practise understanding  
the meaning of PU while listening to a text containing PU  
with subsequent translation of the text**

The exercise is based on the online resource *News in Levels* (<https://www.newsinlevels.com/>). The technology of work with this exercise is that the teacher presents the audio text (at different levels – Level 1, Level 2, Level 3) with pauses after each sentence (Figure 9). This exercise contributes to the formation and development of consecutive interpreting skills and abilities.

\* link for teacher to listening material:  
<https://www.newsinlevels.com/products/migration-and-eu-elections-level-1/>.

## Migration and EU elections – level 1



31-05-2024 15:00

Level 1

Level 2

Level 3

The EU will have elections from June 6th to 9th.

People will choose 720 **lawmakers**. Each country gets a different number of seats. Germany has the most with 96 seats. Every EU country must have at least six lawmakers. These

lawmakers will help pick the president of the European Commission. **Migration** is a big problem. Many migrants die when they try to get to the EU. The EU has a new law to solve the problem of migration. Countries can send migrants to other EU countries or back to their countries. This worries some groups about human rights.

Migration is a big topic in countries like Greece and Italy. A study shows that it is not the biggest worry for most Europeans.

Difficult words: **elections** (when people choose leaders), **lawmaker** (a person who makes and changes rules of a country), **migration** (when many people leave their country to live somewhere else).

You can watch the original video in the Level 3 section.



**Figure 9 – News in Levels. Migration and EU elections – Level 1**

The students have to translate the audio material presented with pauses.

A) *Listen to the news report “Migration and EU elections” performed with pauses. Translate the sentences heard, paying attention to the translation of the phraseological units / Прослушайте новостной репортаж «Миграция и выборы в ЕС», предъявляемый с паузами. Переведите услышанные предложения, обращая внимание на перевод фразеологизмов.*

B) *Follow the same steps for more detailed versions of this news report / Выполните те же действия с более детальными вариантами этого новостного репортажа.*

### Translating texts with phraseological units

When performing the block of authentic-communicative exercises Translating texts with phraseological units, students are tasked with

translating texts of various genres while preserving the communicative effect created by the phraseological units.

Here we adopt the point of view [Tarnaeva, 2011], according to which students' independent translation of texts of various genres belongs to authentic-communicative exercises, despite the fact that students translate them in the learning environment, because the process of independent translation itself is a creative communicative activity. The texts in the exercises are presented in methodological authenticity. These exercises contribute to the formation and development of the abilities of transferring the meaning of PU into Russian in oral and written translation.

The exercises in this block include texts of the following genres: *inaugural address, election speech, political debate, public speech, interview, publicistic article on socio-political topics*.

### **Examples of texts used in the block of exercises**

#### **Translating texts with phraseological units for written translation**

The texts for translation are given in the shortened form.

#### **Interview**

... SCOTT PELLELY: How do we overcome where we are today?

BARACK OBAMA: There's no American figure that I admire any more than Abraham Lincoln, but he did end up with a civil war on his hands. I think we'd like to avoid that. I do think that a new president can set a new tone. That's not going to solve all the gridlock in Washington. I think we're going to have to work with the media and with the tech companies to find ways to inform the public better about the issues and to bolster the standards that ensure we can separate truth from fiction. I think that we have to work at a local level. ... (B. Obama. 60 Minutes Interview, 2020).

#### **Publicistic article**

Former Obama administration official Julián Castro called on Democrats to replace President Biden as the party nominee on Tuesday, joining a growing chorus

worried about his fitness for office and ability to beat former President Trump. ...

“If you switch candidates, that’s a different story,” Castro said on MSNBC. “You’re able to prosecute the case against Trump with the candidate, and also you’re focused on Trump’s baggage instead of anything on the Democratic side. Yes, I believe there are stronger options out there for Democrats. We have a stable of folks that I think could do a better job, including Vice President Harris, who today in a poll was within two points of Donald Trump, whereas President Biden was six points behind Donald Trump.” ... (D. Rutz. Ex-Obama official Julián Castro calls on Democrats to replace Biden on ticket. Fox News, 2024).

### **Election speech**

... This is a great moment of national prosperity, but many still live in prosperity's shadow. The same economy that is a miracle for millions is a mystery to millions as well.

From the beginning of this campaign, I have said that prosperity must have a purpose. The purpose of prosperity is to ensure the American dream touches every willing heart. And we cannot afford to have an America segregated by class, by race, or by aspiration.

America must close the gap of hope between communities of prosperity and communities of poverty. We have seen what happens – we've seen what happens when African-American citizens have the opportunity they've earned and the respect that they deserve. Men and women once victimized by Jim Crow have risen to leadership in the halls of Congress. ... (G. W. Bush. Speech to the NAACP, 2000).

## **Examples of texts used in the block of exercises**

### **Translating texts with phraseological units for oral translation**

Transcripts of the texts for translation are given in the shortened form.

#### **Inaugural address**

... And so, my fellow Americans, we must be strong, for there is much to dare. The demands of our time are great and they are different. Let us meet them with faith and courage, with patience and a grateful and happy heart. Let us shape the hope of

this day into the noblest chapter in our history. Yes, let us build our bridge. A bridge wide enough and strong enough for every American to cross over to a blessed land of new promise. ... (W. J. Clinton. Second Inaugural Address, 1997).

### **Political debate**

... WALLACE: ... Your running mate, Governor Pence, pledged on Sunday that he and you – his words – “will absolutely accept the result of this election.” Today your daughter, Ivanka, said the same thing. I want to ask you here on the stage tonight: Do you make the same commitment that you will absolutely – sir, that you will absolutely accept the result of this election?

TRUMP: I will look at it at the time. I’m not looking at anything now. I’ll look at it at the time.

What I’ve seen – what I’ve seen is so bad. First of all, the media is so dishonest and so corrupt, and the pile-on is so amazing. The New York Times actually wrote an article about it, but they don’t even care. It’s so dishonest. And they’ve poisoned the mind of the voters.

But unfortunately for them, I think the voters are seeing through it. I think they’re going to see through it. We’ll find out on November 8th. ... (Presidential Debate at the University of Nevada (D. Trump vs H. Clinton), 2016).

### **Public speech**

My fellow Americans: Tonight, I want to speak with you about our nation’s unprecedented response to the coronavirus outbreak that started in China and is now spreading throughout the world.

Today, the World Health Organization officially announced that this is a global pandemic. ...

We are all in this together. We must put politics aside, stop the partisanship, and unify together as one nation and one family.

As history has proven time and time again, Americans always rise to the challenge and overcome adversity.

Our future remains brighter than anyone can imagine. Acting with compassion and love, we will heal the sick, care for those in need, help our fellow

citizens, and emerge from this challenge stronger and more unified than ever before. ... (D. Trump. Address to the Nation, 2020).

The above described complex of methodological techniques aimed at the formation of speech skills and abilities to translate PU of English political discourse into Russian in students specializing in international relations is embedded in the general framework of the professionally oriented discipline “Foreign Language, English” in the course of classroom activity. Depending on the goals and objectives of the lesson, the learning process can include non-communicative, conditional-communicative and authentic-communicative exercises in a certain volume. The content of the methodological technology presented above meets the requirements set by the Federal State Educational Standard for Bachelor of International Relations and is aimed at achieving the goals defined by the English language programme [Regulatory documents: 1-10, etc.].

Teaching students specializing in international relations to translate phraseological units of English political discourse into Russian on the basis of the developed methodological technology will contribute to the acquisition of knowledge, speech skills and abilities to solve translation problems.

## **CONCLUSIONS TO CHAPTER 2**

1. The development of a methodology for teaching students specializing in international relations to translate PU of English political discourse into Russian seems appropriate within the framework of the discourse-oriented approach, which is understood as a system of interrelated components, expressed by the purpose, principles of learning, ways of carrying out speech activity during training, stage-by-stage acquisition of knowledge, speech skills and abilities. In the framework of the present study, the chosen approach is based on the following principles that determine the methods, forms and techniques of teaching: the principle of linguocultural orientation, the principle of taking into account discourse categories, the principle of development of discourse-communicative sphere of personality, the principle of professional orientation, the principle of cognitive

orientation, the principle of emotional-educational orientation, the principle of taking into account the social context (socially-oriented discourse information), the principle of discourse immersion.

2. The analysis of regulatory documents of the federal (FSES) and local (WPD) levels, as well as textbooks for teaching students specializing in international relations has allowed us to identify a number of factors that both positively and negatively affect the formation of skills and abilities to translate PU functioning in English political discourse into Russian. The favourable conditions for the implementation of the methodology proposed in this paper include well-developed general academic skills of 3rd year students; well-formed speech skills, including the skills of academic translation at a certain level; a good level of proficiency in the native language; knowledge of the specialty under study and knowledge of the features of political discourse texts, including the use of expressive means in them. Among the aspects hindering the effective implementation of the methodology of teaching this contingent of students to translate PU of English political discourse into Russian are the students' lack of basic knowledge of translation methods and incomplete compliance of the content of a number of textbooks in terms of teaching translation, in particular translation of PU, with the requirements set forth in regulatory documents.

3. The content of teaching students specializing in international relations to translate PU of English political discourse into Russian includes subject and process components. The subject component is represented by linguistic material (phraseological units), speech material (texts of this type of discourse of various genres – inauguration speech, election speech, political debate, interview, public speech, publicistic article on socio-political topics) and topic material corresponding to the requirements of the curriculum and professional specifics of students.

The process component includes basic and special knowledge, speech skills and communicative abilities necessary to translate phraseological units functioning in English political discourse into Russian.



4. A phraseological unit is singled out as a minimal unit of linguistic material selection when teaching students specializing in international relations to translate PU of this type of discourse into Russian. The criteria for selecting PU of English political discourse include the criterion of orientation to expressiveness of speech, the criterion of frequency, the thematic criterion, the criterion of semantic value, the criterion of functional and stylistic differentiation, the criterion of contextual relevance, the criterion of taking into account interlingual and intercultural interference, the criterion of functional correspondence of phraseological units to the purpose of political discourse, and the criterion of sufficiency.

The selected corpus of linguistic material is organised according to the structural-semantic type of PU (at the level of word combinations – phraseological fusions, phraseological combinations, phraseological unities; and predicative structures – communicative PU) and according to the peculiarities of their functioning in different types of discourse (PU commonly used in other types of discourse, besides political discourse; PU functioning in other types of institutional discourse; PU typical only for the political sphere).

5. The selection of speech material presented by texts is based on the criteria of idiomaticity of the text, criteria of authenticity, criteria of exemplarity of a text, criteria of emotional intensity, criteria of genre sufficiency, criteria of correspondence of the selected texts to the teaching profile, criteria of sufficiency.

The organisation of textual material including PU is carried out according to topic blocks.

6. The methodological technology aimed at developing skills and abilities to translate PU of English political discourse into Russian in students specializing in international relations consists of two modules. The first module, the theoretical one, is represented by the comments that precede the exercises and is aimed at the students' learning of the knowledge about PU, the peculiarities of their functioning in this type of discourse and the methods of transferring their meaning into Russian.

The practical module in its turn includes three blocks of exercises, namely:  
1) Learning and translating phraseological units (contains non-communicative

exercises aimed at semantisation and consolidation of knowledge about the meaning and form of the phraseological units and formation of the skills of translating them); 2) Practicing and translating phraseological units (is represented by conditional-communicative exercises aimed at further automation of speech skills and formation of the abilities of translating phraseological units in the context of typical situations of political communication); 3) Translating texts with phraseological units (is a set of authentic-communicative exercises, the performance of which contributes to the development of translation abilities).

## **CHAPTER 3. EXPERIMENTAL TESTING OF THE EFFECTIVENESS OF THE METHODOLOGY OF TEACHING STUDENTS SPECIALIZING IN INTERNATIONAL RELATIONS TO TRANSLATE PHRASEOLOGICAL UNITS OF ENGLISH POLITICAL DISCOURSE INTO RUSSIAN**

### **3.1. Conditions for the implementation of the experimental research**

Testing the effectiveness of the developed methodology of teaching students specializing in international relations to translate phraseological units of English political discourse into Russian was carried out in the form of an experimental research. The *purpose* of this procedure was to confirm or refute the hypothesis put forward in this study.

During the experimental research, a number of *methods were used*: pedagogical observation; questionnaire and analysis of its results; conducting and analyzing students' written works on translating fragments of texts of various genres functioning in English political discourse and including phraseological units; planning and designing teaching and speech material for conducting a teaching experiment; mathematical and statistical processing of the obtained data.

The Federal State Autonomous Educational University of Higher Education "Peter the Great St. Petersburg Polytechnic University" (SPbPU) acted as a platform for conducting the experiment. The pedagogical experiment was conducted within the framework of the discipline "Foreign language: Professionally-oriented course" from February to December 2023 (semesters 4 and 5), since it is in the 4th semester that the professionally oriented English course begins, which ends in the 5th semester. This course serves as the basis for further study of more complex professionally-oriented courses, which involve the translation of texts of English political discourse, in particular, including PU. Therefore, in order to ensure the effectiveness of such speech activity in the future, we consider it necessary at this stage to form the skills and abilities of translating PU functioning in this type of discourse.

The procedure was attended by 2 groups of students of the Humanities

Institute studying under the basic bachelor's degree program “Regional International Cooperation”, implemented within the framework of the field of study 41.03.01 Foreign regional Studies. The total number of students who took part in the experiment was 27 people. All students were divided into *experimental group* (EG) and *control group* (CG). The number of students in the EG was 13 people, in the CG – 14 people.

Classes in the EG were partly conducted by the researcher herself, partly by the professor of the educational site. Classes in the CG were conducted by the professor from this educational institution.

The reliability and validity of the results of the experimental research were ensured by the following constant conditions:

- 1) approximately equal number of students in the EG and CG;
- 2) a relatively equal level of proficiency in the skills and abilities of translating phraseological units of English political discourse on average for each group;
- 3) the same number of academic hours allocated for conducting classes on the discipline “Foreign language: Professionally-oriented course” for the EG and CG (both before and during the experimental study);
- 4) the same educational materials for the initial, intermediate and final assessment;
- 5) the same criteria for assessing the results of the initial, intermediate and final assessment;
- 6) the same methods for collecting and processing the received data.

The variable parameters of the experimental research for teaching translation of phraseological units of English political discourse in the EG included methodological techniques presented by theoretical and practical modules.

The experimental research consisted of three stages: *diagnostic*, *training* and *control-analytical*.

At the *diagnostic stage* (semester 4), *pedagogical observation* and *anonymous questionnaire* took place in order to clarify the provisions of the put forward hypothesis, determine the level of motivation of students specializing in

international relations in the formation of foreign language speech skills and abilities, including translation, within the framework of the discipline “Foreign language: Professionally-oriented course” and identifying the degree of students' awareness of the role and place of means of expressive speech, in particular phraseological units of English political discourse.

At the end of the designated period, an *initial assessment* was also carried out aimed at determining the level of proficiency of students from the EG and CG in the skills and abilities of translating phraseological units of English political discourse. Students were asked to translate a fragment of the text functioning in English political discourse and including phraseological units.

The data obtained during the diagnostic stage were analyzed and taken into account in the process of planning and designing educational materials intended for the teaching experiment.

The purpose of the *training stage* (semester 5) was to test the research hypothesis. The educational experiment in the EG was carried out on the basis of experimental educational and speech material, selected and organized in accordance with the criteria outlined in this work. The methodological technology aimed at teaching students specializing in international relations to translate phraseological units of English political discourse into Russian was carried out on the basis of closely interconnected modules: 1) *theoretical module* (represented by comments preceding the implementation of exercises and aimed at students acquiring knowledge about the peculiarities of the functioning of phraseological units in this type of discourse and methods of transmitting their meaning into Russian); 2) *practical module* (includes a complex of non-communicative, conditional-communicative and authentic-communicative exercises that contribute to the formation of relevant translation skills and abilities).

The conducting of classes in the EG was based on the content of the discipline “Foreign language: Professionally-oriented course”, presented in the work program. Depending on the purpose and objectives of a particular lesson, it was supplemented to a certain extent by performing various types of exercises aimed at teaching

Bachelors of International Relations to choose the correct translation solutions to convey the meaning of phraseological units of a given type of discourse. In terms of time, this fragment of the lesson took, as a rule, from 15 to 25 minutes of the total duration of the lesson, which was 90 minutes.

In the CG, experimental educational and speech material was not used; the training of these students was carried out in accordance with the requirements of the work program of the discipline.

As part of the training stage, an *intermediate assessment* was carried out, the purpose of which was to identify the progress made by students in mastering the knowledge, skills and abilities necessary to convey the meaning of phraseological units of English political discourse into Russian. Students were given the fragments of the texts with PU of different genres for translation.

The *control and analytical stage* (semester 5) of the experimental research was aimed at identifying the level of development of skills and abilities in translating phraseological units of English political discourse in the EG and CG at the end of the training experiment. To achieve this goal, a *final assessment* was carried out. As part of this section, students were offered the task of translating fragments of the texts from English political discourse of various genres. The data obtained were subsequently used to compare the results of students before and after experimental training, proving the effectiveness / ineffectiveness of the methodological techniques developed in this thesis.

### **3.2. Diagnostic stage of the experimental research**

The diagnostic stage of the experimental research took place during semester 4. The tasks of the diagnostic stage included the following:

- 1) to determine the level of motivation of students specializing in international relations to study a professionally-oriented language;

- 2) to find out the degree of students' awareness of the importance of ensuring the expressiveness and emotionality of a political statement and the degree of their understanding of the need to preserve, when translating into Russian, the

communicative effect created by speech means of expressiveness, which include phraseological units;

3) to determine the students' level of proficiency in the skills and abilities of translating phraseological units of English political discourse.

To implement the first task – *to determine the level of motivation of students specializing in international relations to study a professionally-oriented language – pedagogical observation* was carried out. During the observation of the learning activity of students from the EG and CG in classroom activity situations, a number of conclusions were made.

1. Students regularly (except for valid reasons) attended English classes and were responsible for completing assignments in class and when preparing homework. This feature of students indicates a high interest in studying the discipline “Foreign Language: Professionally-Oriented Course”, which will have a positive impact on their activity in mastering knowledge, speech skills and the ability to translate phraseological units of English political discourse.

2. This contingent of students is distinguished by a high level of motivation and interest in learning English, primarily from a professional point of view. This was proven by the active participation of students in completing tasks simulating their future professional activity (discussions, debates, interviews, making a presentation, etc.). Students' demonstration of a desire to expand their knowledge was also manifested in the form of questions on the content of the discipline “Foreign Language: Professionally-Oriented Course” in order to clarify their understanding of the material and exchange opinions with classmates and the professor. Most often, such questions were of a linguistic or linguocultural nature. Interest in this kind of issues was a positive factor in the planning and design of the educational and speech material of the educational experiment, since it allowed us to record the knowledge that will be necessary in developing the skills and abilities of translating phraseological units of English political discourse into Russian.

3. Students demonstrated the ability to comprehend information from printed, audio and video texts. They isolated and evaluated semantically significant facts

from texts and used them as an argumentative basis for formulating their own conclusions when performing communicative exercises. This will contribute to the formation of skills related to the choice or evaluation of a particular translation solution when translating phraseological units. The observation results made it possible to take into account these general educational skills when developing educational and speech material for conducting a teaching experiment.

4. Both in class work and in preparing homework, students demonstrated the search skills that are necessary for working with dictionaries (paper and electronic), reference materials and online resources when translating phraseological units.

5. Such an important characteristic of students was identified as the ability to work with electronic resources (websites, interactive applications, electronic dictionaries, contextual dictionaries, etc.), using various technical means (computer, mobile phone, tablet, interactive whiteboard, etc.), to search, analyze, exchange and present information. Such technical skills are necessary when performing exercises to translate phraseological units of English political discourse, which involve the use of information and communication technologies.

6. Students demonstrated skills in both individual work and teamwork (in pairs and groups). This fact can have a positive impact on the development of skills to select and evaluate translation methods aimed at adequately conveying the meaning inherent in the phraseological units of English political discourse. Individual work will promote independence in choosing translation solutions, and teamwork will allow them to exchange knowledge and experience, as well as learn from each other.

Thus, the results of pedagogical observation indicate a fairly high level of motivation of students specializing in international relations in learning professionally-oriented English and their readiness to carry out future professional activity in a foreign language.

The second task of the diagnostic stage of the experimental study was to *find out the degree to which students are aware of the importance of ensuring the expressiveness and emotionality of a political statement and the degree to which they*



*understand the need to preserve, when translating into Russian, the communicative effect created by speech means of expressiveness, which include phraseological units.* The ***anonymous questionnaire*** was used for this purpose.

27 respondents took part in the questionnaire, which amounted to 100% of the total number of respondents. Students were asked to answer 10 questions (Appendix 1), 2 of which related to factual information about the student (field and course of study).

According to the survey results, the main motivation for choosing the field of study was the prestige and demand for the future profession in the labor market (45,5%). An important factor in students determining their specialization in education was the opportunity to improve their level of proficiency in English as a language of international communication and study a second foreign language (36,4%). Students were also guided by scientific prospects in the field of international relations (9%), the opportunity to teach disciplines in their specialty (6,8%) and the good reputation of the university (2,3%). Such an increased interest in the profession and learning the language of the profession is a positive factor when teaching students specializing in international relations to translate phraseological units of English political discourse into Russian.

When asked about the duration of studying English, the vast majority of respondents (89,3%) noted that on average they studied English for 12-13 years (years of studying a foreign language at school and during the first two years of study at the university were taken into account here). A number of students (10,7%) indicated that they had been studying it for 14 to 16 years.

The question about students' level of English language proficiency (according to CEFR ) showed the following results: 83,7% of students correlated their level of English proficiency with level B2; 3% of students indicated in the questionnaire that their level of English language proficiency corresponds to C1 (students noted that they have an international English language exam certificate confirming this level of language proficiency); 13,3% of subjects rated their level at B1+.

The long duration of studying English and its proficiency in it at a level (in

most cases) that meets the requirements of federal and local regulations allow us to identify these factors as favorable in the formation of skills in translating phraseological units of English political discourse into Russian.

All respondents indicated that, within the framework of the English language discipline, they, to one extent or another, performed tasks that simulated their future professional activity (a report for a conference or panel discussion, presentation, debate, text translation). However, 53,6% of students experienced certain difficulties in completing such tasks. Among them, students identified 1) difficulties in grammatical organization of speech (noted by 9,9% of students); 2) difficulties in ensuring expressiveness of speech (noted by 9,4% of subjects); 3) difficulties in using a large amount of special vocabulary of political discourse (noted by 18,3% of students); 4) difficulties in structuring statements (noted by 4,7% of respondents); 5) difficulties in translating professionally-oriented texts (noted by 5,5% of students); 6) difficulties related to the lack of confidence in a sufficient level of English language proficiency to perform such professional tasks (noted by 2,7% of students); 7) difficulties associated with fear of speaking in public (noted by 1,3% of students) and 8) difficulties in answering questions at the end of the speech (noted by 1,8% of subjects).

Further, in the questionnaire, in order to identify the features of political statements and determine the communicative effect they create, students were offered for comparison fragments of speeches by B. Obama and D. Trump regarding the school education system in the United States. Below are fragments of speeches by these political figures.

*We should be trying to win the race to the top. We should be competing to make sure that we've got the best schools in the world, and our workers have the best training and skills in the world, and we've got a college education within reach of everyone who wants to go. That's the race we should be trying to win* (B. Obama ) and

*If the states collectively contribute another \$110 billion of their own education budgets toward school choice on top of the \$20 billion in federal dollars, that could*

*provide \$12,000 in school choice funds to every single K-12 student who today is living in poverty* (D. Trump).

Among the features of B. Obama's statement, students identified the following:

- 1) is of a mentoring nature; shades of firmness and determination are noticeable in the politician's speech;
- 2) is distinguished by a variety of lexical (stylistically neutral and stylistically colored vocabulary) and syntactic (repetitions, parallel constructions) means;
- 3) has a high degree of emotionality;
- 4) does not present any difficulties in perception and understanding by the mass addressee.

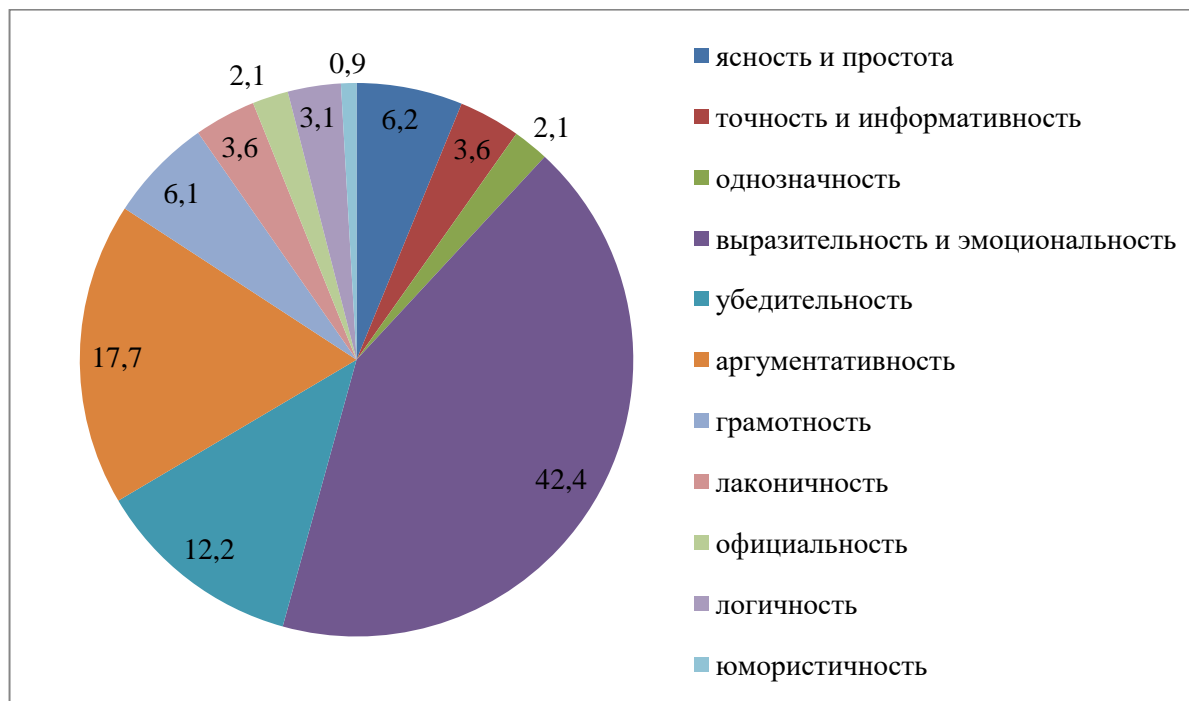
Respondents identified the following features of D. Trump's statement:

- 1) has a "dryness", since it is distinguished by the use of stylistically neutral and official business vocabulary;
- 2) is informative in nature (resembles a report), therefore more detailed in terms of meaning;
- 3) clear logical organization of the statement;
- 4) formal presentation of information, making the speech boring and "overloaded" with information.

Based on the analysis of the above fragments of speeches functioning in English political discourse, all students came to the conclusion that the speech of a politician, especially aimed at a mass addressee, must, first of all, to a certain extent have such characteristics as liveliness and expressiveness, since they contribute to the attractiveness of statements, improving the image of a politician, and attracting people to their side. However, political speech should also have a certain degree of formality that allows factual information to be conveyed concisely and clearly.

Finally, respondents were asked to identify five key qualities inherent in a politician's speech. Among the most popular were expressiveness and emotionality (42,4%), argumentativeness (17,7%) and persuasiveness of speech (12,2%). We note that these qualities are complementary, since thanks to their relationship, the goal of

the statement is achieved and one or another communicative effect is transmitted. The results of student responses are presented in the form of a diagram below (Figure 10).



**Figure 10 – Key qualities of a politician's speech according to the survey results, %**

This assessment by students specializing in international relations of the speech of a political figure as a whole confirmed the need to train this contingent of students to provide political statements with expressiveness and emotionality, which, in particular, are realized through the use of phraseological units, therefore, when translating phraseological units of English political discourse into Russian, it is important to maintain this effect.

The results of the questionnaire were taken into account when developing educational materials for conducting a training experiment.

The third task of the diagnostic stage of the experimental study was to *determine the students' level of proficiency in the skills and abilities of translating phraseological units of English political discourse*. To solve the problem, an *initial assessment* was carried out.

To determine the current level of the subjects' ability to convey the meaning embedded in the phraseological units of English political discourse using the Russian language, a 90-minute lesson was conducted, during which students were asked to make a written translation of a text from one of the genres of this type of discourse. Before completing the task, it was emphasized that the use of additional sources (for example, dictionaries) is not allowed.

To translate into Russian, each student was offered a fragment of the text with a volume of from 3500 to 4200 printed characters (with spaces), which included 56 phraseological units and belonged to one or another genre of English political discourse: *inaugural address, election speech, political debate, public speech, interview, publicistic article on socio-political topics*. Texts of these genres were also used later to conduct intermediate and final assessment.

Below are examples of the texts for written translation (shown in the shortened form).

#### **Inaugural address**

... We, the citizens of America, are now joined in a great national effort to rebuild our country and to restore its promise for all of our people.

Together, we will determine the course of America and the world for years to come. ... (D. Trump. The Inaugural Address, 2017).

#### **Publicistic article**

Less than 48 hours after a gunman shot at Donald Trump during a Pennsylvania rally – a bullet grazing the former president and killing a spectator – Trump was formally nominated to head the Republican presidential ticket in November.

Trump also announced his running mate on Truth Social on Monday, tapping the Ohio senator JD Vance as his vice-presidential pick. ... (A. Herman. Donald Trump formally nominated to be Republican presidential candidate. The Guardian, 2024).

#### **Election speech**

... Look, I'm a union guy. I want to remind everybody: Wall Street didn't

build America. The middle class built America. And unions built the middle class. I walked the picket line with union workers here in Michigan. At the same time, Trump went to a yon- – nonunion shop to show his disrespect for union workers. ... (J. Biden. Remarks at a Campaign Event, 2024).

### **Public speech**

... The recovery plan and the financial stability plan are the immediate steps we're taking to revive our economy in the short-term. But the only way to fully restore America's economic strength is to make the long-term investments that will lead to new jobs, new industries, and a renewed ability to compete with the rest of the world. ... (B. Obama. Address to Joint Session of Congress, 2009).

### **Political debate**

... HOLT: Let me let Secretary Clinton get in here.

CLINTON: Well, let's stop for a second and remember where we were eight years ago. We had the worst financial crisis, the Great Recession, the worst since the 1930s. That was in large part because of tax policies that slashed taxes on the wealthy, failed to invest in the middle class, took their eyes off of Wall Street, and created a perfect storm. ... (First Presidential Debate. D. Trump vs H. Clinton, 2016).

### **Interview**

... RACHEL MARTIN: So you kept going to policy solutions and you're saying you should have given a more emotional response?

HILLARY CLINTON: Well, I think a more emotional response, but honest. Not like we're going to bring back coal. Not like we're going to build a wall to keep Mexicans out. Not like that, but more of a connection emotionally first before saying, "I think I've got the best experience, I think I've got the best ideas that will actually make a difference in your life." ... (Hillary Clinton's Interview with NPR's Rachel Martin, 2017).

The parameters for assessing the level of development of skills and abilities tested as part of the experimental study include the following:

1) preservation of the image when conveying the meaning of phraseological

units by means of the target language;

2) preservation of the stylistic coloring of phraseological units during translation;

3) use of correct translation method.

The correctness of students' answers was assessed according to the following rating scale (Table 1):

**Table 1 – Scale for assessing the quality of translation into Russian of phraseological units of English political discourse**

<b>Rating scale, point</b>	<b>Description of the assessment</b>	<b>Number of correct answers, point</b>
1	set subject to 3 parameters	counts as 1 correct answer
0,5	set subject to 2 parameters	counts as 1 correct answer
0	is set if 1 parameter or their absence is met	counts as an incorrect answer

There were from 13 to 14 people in the EG and CG, each of whom could score a maximum of 56 correct answers (100% indicator of the development of skills and abilities to translate phraseological units of English political discourse into Russian). To calculate the coefficient of development of these skills and abilities, the following scale was used (Table 2):

**Table 2 – Scale for assessing the formation of skills and abilities of translating PU of English political discourse into Russian**

<b>Number of correct answers, point</b>	<b>Coefficient of development of skills and abilities of translating phraseological units of English political discourse into Russian, %</b>
42-56	75-85 (high communicative level)
29-41	51-74 (sufficient communicative level)
28 and below	50 and below (low communicative level)

The results of the initial assessment, carried out as part of the diagnostic stage of the experimental research, for the EG and CG are presented below in the form of Table 3 and Table 4. The “TOTAL” line indicates the arithmetic mean of the number

of correct answers in the group and the average coefficient of development of the skills and abilities being tested. These indicators allow us to compare the current level of proficiency of students from the EG and CG in the skills and abilities of translating phraseological units of this type of discourse into Russian and will be taken into account in the future as part of the intermediate and final assessments. To calculate them, a method of mathematical data processing was used, represented by the formula

$$K = N1/N2 \times 100\%$$

where  $K$  is the average coefficient of development of the tested skills and abilities in the group,  $N1$  is the sum of all correct answers of students,  $N2$  is the maximum number of correct answers for the completed task.

**Table 3 – Coefficient of development of skills and abilities in translating phraseological units of English political discourse into Russian in the EG (initial assessment)**

<b>Student</b>	<b>Number of correct answers, point</b>	<b>Coefficient of development of skills and abilities of translating phraseological units of English political discourse into Russian, %</b>
1. Anastasia M.	11	19,6
2. Anna B.	9	16,1
3. Anna K.	13	23,2
4. Daria P.	16	28,6
5. Elizaveta Ya.	14	25
6. Ksenia K.	7	12,5
7. Leila M.	15	26,8
8. Mariam B.	12	21,4
9. Marina V.	10	17,9
10. Natalya I.	8	14,3
11. Oleg M.	9	16,1
12. Svetlana A.	12	21,4
13. Sofia S.	11	19,6
<b>TOTAL:</b>	<b>11</b>	<b>20,2</b>

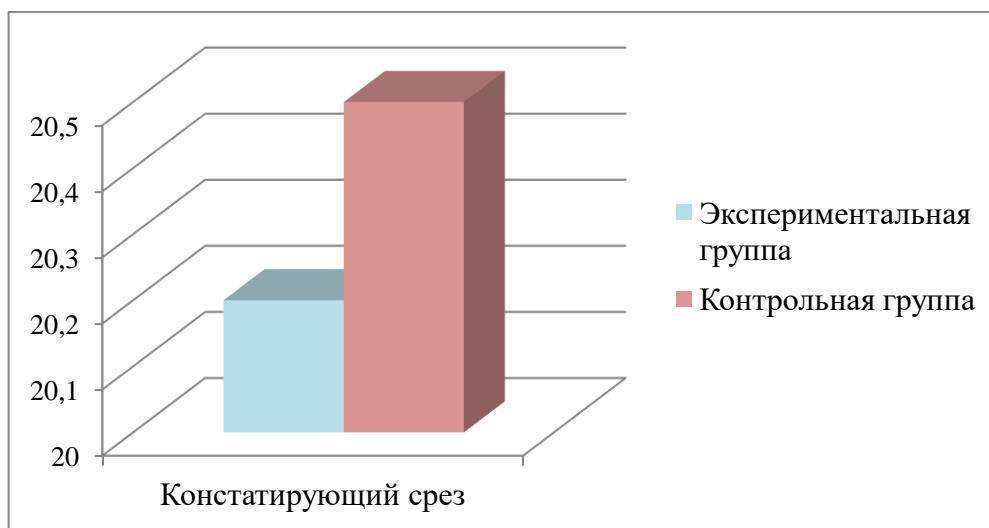


**Table 4 – Coefficient of development of skills and abilities of translating phraseological units of English political discourse into Russian in the CG (initial assessment)**

<b>Student</b>	<b>Number of correct answers, point</b>	<b>Coefficient of development of skills and abilities of translating phraseological units of English political discourse into Russian, %</b>
1. Anastasia A.	8	14,3
2. Angelina B.	13	23,2
3. Artyom V.	11	19,6
4. Daniil T.	7	12,5
5. Darina P.	10	17,9
6. Daria M.	12	21,4
7. Ekaterina S.	15	26,8
8. Elena S.	11	19,6
9. Elizaveta M.	17	30,4
10. Ksenia S.	14	25
11. Maria Sh.	10	17,9
12. Olga M.	9	16,1
13. Polina F.	11	19,6
14. Sergey M.	13	23,2
<b>TOTAL:</b>	<b>11,5</b>	<b>20,5</b>

The results of the initial assessment showed that in both groups the coefficient of formation of skills and abilities of translating phraseological units of English political discourse into Russian was below 50%, which indicates a low communicative level of their formation and, thereby, confirms the need to train this contingent of students to translate PU of English political discourse into Russian as a necessary condition for their future professional activity.

The indicators of the initial assessment in the EG and CG are presented below in the form of a bar graph (Figure 11).



***Figure 11 – Coefficient of development of skills and abilities in translating phraseological units of English political discourse into Russian for students from the EG and CG (initial assessment)***

Thus, the tasks set within the diagnostic stage of the experimental research proved that students specializing in international relations are highly motivated to improve their speech skills and professionally-oriented communication skills in English. Students also identified the expressiveness and emotionality of a politician's speech, which is particularly provided with the help of phraseological units, as the main characteristic of texts of this type of discourse. The results of the initial assessment showed a low communicative level of undeveloped skills and abilities of translating phraseological units of English political discourse into Russian and, thus, determined the need for the formation of such for the successful implementation of professional activity in the future.

### **3.3. Training stage of the experimental research**

The educational stage of the experimental research took place in semester 5. This stage was represented by a *training experiment*, the purpose of which was to test the complex of methodological techniques proposed in this study, aimed at developing in students specializing in international relations the skills and abilities of translating phraseological units of English political discourse into Russian, as well

as *intermediate assessment* that made it possible to assess in the middle of the training period the volume and quality of the knowledge, skills and abilities acquired by the students of the EG, necessary for adequately conveying the meaning of phraseological units of this type of discourse by means of the target language.

Conducting classes in the EG as part of a teaching experiment took into account the requirements and content of the work program of the discipline “Foreign Language: Professionally-Oriented Course”. The purpose and objectives of a particular lesson determined the volume of exercises used to develop the skills and abilities of translating phraseological units of English political discourse into Russian. The time allotted for performing these exercises ranged, as a rule, from 15 to 25 minutes, within a total lesson duration of 90 minutes. The educational experiment was partially carried out by the author of the thesis, and partially by the professor of this educational institution.

In the CG, experimental educational and speech material was not used; the training of these students was carried out according to the plan of the work program of the discipline.

The training experiment used the methodological technology presented in this study (CHAPTER 2, pp. 100-127). The methodological technology consisted of *theoretical and practical modules*.

The theoretical module includes comments to exercises in which *knowledge* about phraseological units, their features, typology, their role and place in English political discourse is presented. The main focus in the comments is knowledge about the methods of translating them into Russian.

The practical module is represented by a set of non-communicative, conditional-communicative and authentic-communicative exercises aimed at developing the skills and abilities to convey the meaning of phraseological units of English political discourse into Russian.

Completing the *non-communicative exercises* of the practical module was aimed at developing the following skills: 1) the skill of using monolingual or bilingual dictionaries (paper or electronic) when translating phraseological units; 2)

the skill of linguistic and contextual guessing when transferring the meaning of phraseological units into Russian; 3) a combination of linguistic guessing skills and skills in using a dictionary when conveying the meaning of phraseological units into Russian; 4) the skill of using various network resources (websites, etc.) when translating phraseological units; 5) skill in translating phraseological units presented in isolation; 6) the skill of translating phraseological units into Russian at a fast pace; 7) the skill in using and translating phraseological units in a narrow context.

*Conditional-communicative exercises* were used to develop 1) the skill of using and translating phraseological units in a broad context; 2) the skill of isolating phraseological units in spoken / printed text and translating them in a given context; 3) the skill of paraphrasing the meaning of phraseological units by other language means and their translation in a narrow context; 4) the ability to correlate phraseological units with a communicative situation; 5) the ability to understand the functional role of phraseological units in a specific context; 6) the ability to identify in the original text the communicative effect created by phraseological units and preserve it when translating PU into Russian; 7) the ability to choose a translation method to convey the meaning of phraseological units depending on the functional style and genre of the text in which they are used; 8) the ability to identify a translation method for conveying the meaning of phraseological units in texts of various genre and stylistic orientation; 9) the ability to convey a brief content of a statement containing phraseological units by the means of the target language; 10) the ability to convey the content of a statement with PU into Russian close to the original text.

The performance of *authentic-communicative exercises* by students from the EG was aimed at the formation and development of skills and abilities to convey the meaning inherent in the phraseological units of English political discourse into Russian in oral and written translation.

At this stage, there was an intermediate assessment to monitor the level of progress of students from the EG compared to the results of students from the CG. Students were asked to complete the task of translating 3 fragments of texts of

various genres, ranging from 850 to 1000 printed characters (with spaces) each, including 56 phraseological units. Students' written works were assessed according to the same parameters and using the same methods for processing the data obtained as for the initial assessment.

Below are the results of the intermediate assessment in the EG and CG (Table 5 and Table 6).

**Table 5 – Coefficient of development of skills and abilities in translating phraseological units of English political discourse into Russian in the EG (intermediate assessment)**

<b>Student</b>	<b>Number of correct answers, point</b>	<b>Coefficient of development of skills and abilities of translating phraseological units of English political discourse into Russian, %</b>
1. Anastasia M.	20	35,7
2. Anna B.	15	26,8
3. Anna K.	21	37,5
4. Daria P.	27	48,2
5. Elizaveta Ya.	23	41,1
6. Ksenia K.	15	26,8
7. Leila M.	24	42,9
8. Mariam B.	21	37,5
9. Marina V.	23	41,1
10. Natalya I.	14	25
11. Oleg M.	16	28,6
12. Svetlana A.	22	39,3
13. Sofia S.	17	30,4
<b>TOTAL:</b>	<b>19,8</b>	<b>35,5</b>

**Table 6 – Coefficient of development of skills and abilities of translating phraseological units of English political discourse into Russian in the CG (intermediate assessment)**

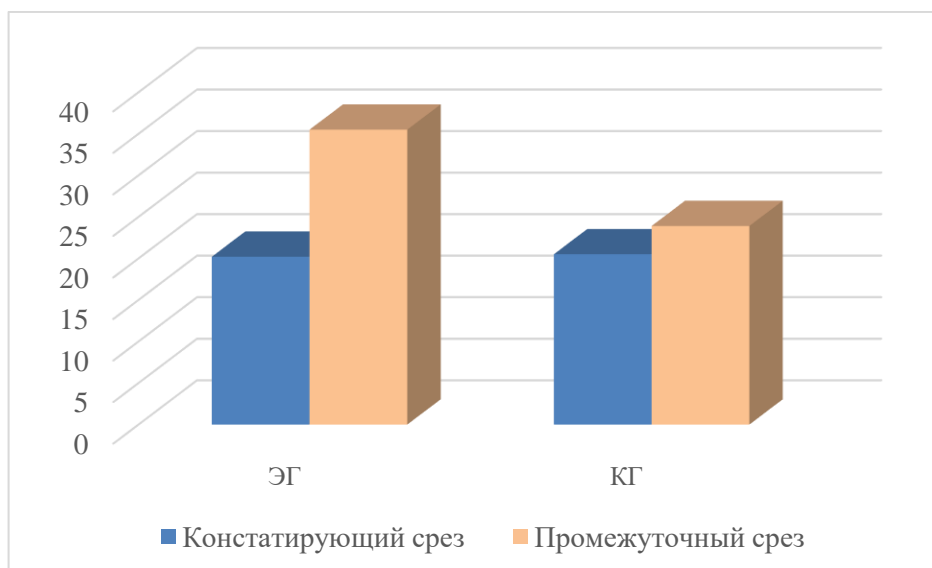
<b>Student</b>	<b>Number of correct answers, point</b>	<b>Coefficient of development of skills and abilities of translating phraseological units of English political discourse into Russian, %</b>
1. Anastasia A.	9	16,1

*Continuation of table 6*

2. Angelina B.	15	26,8
3. Artyom V.	12	21,4
4. Daniil T.	9	16,1
5. Darina P.	11	19,6
6. Daria M.	14	25
7. Ekaterina S.	17	30,4
8. Elena S.	13	23,2
9. Elizaveta M.	19	33,9
10. Ksenia S.	15	26,8
11. Maria Sh.	11	19,6
12. Olga M.	11	19,6
13. Polina F.	14	25
14. Sergey M.	17	30,4
<b>TOTAL:</b>	<b>13,3</b>	<b>23,9</b>

Intermediate assessment data in the EG and CG showed that, as part of the training experiment, the performance of students in the EG improved qualitatively (by 15,3%), while the results of students in the CG showed insignificant progress (the quality of the skills developed and the ability to translate phraseological units of English political discourse increased by 3,4%). Therefore, at this stage we can talk about positive dynamics.

The results of the intermediate assessment in the EG and CG in comparison with the results of the initial assessment are presented below in the form of a bar graph (Figure 12).



**Figure 12 – Comparison of the coefficient of development of skills and abilities to translate phraseological units of English political discourse into Russian among students from the EG and CG (initial and intermediate assessment)**

Thus, the training experiment showed a positive qualitative change in the performance of students from the EG, which was confirmed by the results of the intermediate assessment. The CG indicators underwent minor changes during this period.

### **3.4. Control and analytical stage of the experimental research**

The control and analytical stage of the experimental research (semester 5) was aimed at determining the level of development of skills and abilities in translating phraseological units of English political discourse in the EG and CG after the training experiment. For this purpose, a *final assessment* was carried out. During the lesson, students completed the task of translating 3 fragments of the texts of English political discourse with 56 phraseological units. The volume of each text fragment ranged from 850 to 1000 printed characters (including spaces). When distributing the genres of text fragments in the task at the final assessment, we took into account the fact that at the intermediate assessment, students had already translated 3 text fragments belonging to different genres of English political discourse. In order to avoid repeating the content of the assignment, each student

was offered fragments of texts of other genres for the final assessment. For example, if during the intermediate assessment the student translated an inaugural address, an interview and an election speech, then for the final assessment he / she was offered other genres for translation – public speech, election debates and a publicistic article on socio-political topics.

Students' written works were assessed according to the same parameters and using a mathematical method for processing the obtained data.

The results of the final assessment in the EG and CG are presented below (Table 7 and Table 8).

**Table 7 – Coefficient of development of skills and abilities in translating phraseological units of English political discourse into Russian in the EG (final assessment)**

<b>Student</b>	<b>Number of correct answers, point</b>	<b>Coefficient of development of skills and abilities of translating phraseological units of English political discourse into Russian, %</b>
1. Anastasia M.	29	51,8
2. Anna B.	29	51,8
3. Anna K.	30	53,6
4. Daria P.	44	78,6
5. Elizaveta Ya.	31	55,4
6. Ksenia K.	29	51,8
7. Leila M.	42	75
8. Mariam B.	29	51,8
9. Marina V.	30	53,6
10. Natalya I.	29	51,8
11. Oleg M.	30	53,6
12. Svetlana A.	29	51,8
13. Sofia S.	29	51,8
<b>TOTAL:</b>	<b>31,5</b>	<b>56,3</b>



**Table 8 – Coefficient of development of skills and abilities of translating phraseological units of English political discourse into Russian in CG (final assessment)**

<b>Student</b>	<b>Number of correct answers, point</b>	<b>Coefficient of development of skills and abilities of translating phraseological units of English political discourse into Russian, %</b>
1. Anastasia A.	11	19,6
2. Angelina B.	16	28,6
3. Artyom V.	15	26,8
4. Daniil T.	10	17,9
5. Darina P.	12	21,4
6. Daria M.	16	28,6
7. Ekaterina S.	19	33,9
8. Elena S.	15	26,8
9. Elizaveta M.	22	39,3
10. Ksenia S.	18	32,1
11. Maria Sh.	14	25
12. Olga M.	12	21,4
13. Polina F.	16	28,6
14. Sergey M.	19	33,9
<b>TOTAL:</b>	<b>15,3</b>	<b>27,4</b>

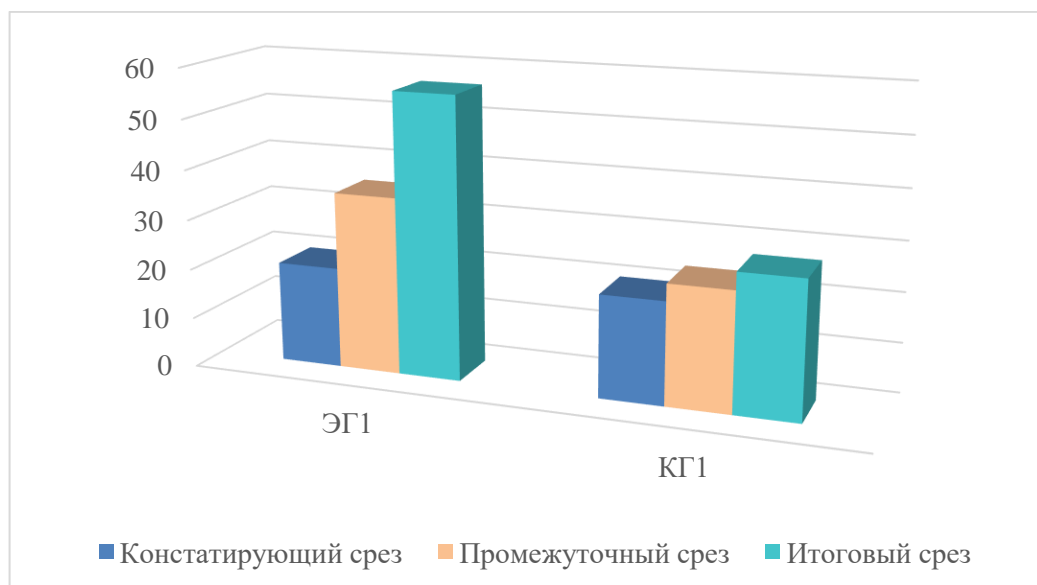
The data from the final assessment in the EG and CG showed that at the end of the learning experiment, the results of students from the EG improved by an average of 20,8% compared to the results of the intermediate assessment. Thus, the average progress rate in the EG was 36,1%, which corresponds to a sufficient communicative level of development of skills and abilities to translate phraseological units in English political discourse. Only 2 students from the EG showed results characteristic of a high communicative level.

The indicators of CG students did not become significantly different (in total, the increase in the coefficient was 6,9%) and were still typical for the low communicative level of formation of the corresponding skills in translating phraseological units of English political discourse.

Thus, based on the data obtained, it can be judged that, in general, progress has been made in developing skills and abilities to translate phraseological units of

English political discourse into Russian in students specializing in international relations, which proves the effectiveness of the methodology proposed in this thesis. It can be assumed that work based on the methodology proposed in this study will allow students in the future (semesters 6-8) to reach a high communicative level.

The results of the initial, intermediate and final assessment in the EG and CG are presented in comparison below in the form of a bar graph (Figure 13).



**Figure 13 – Comparison of the coefficient of development of skills and abilities to translate phraseological units of English political discourse into Russian among students from the EG and CG (initial, intermediate and final assessment)**

The obtained data within the intermediate and final assessment were processed using Student's t-test in order to confirm the statistical significance of the differences in the average indicators of the EG and CG.

The null hypothesis (H0) indicates the absence of statistically significant dependencies of the obtained average results in the EG ( $\bar{x}_e$ ) and CG ( $\bar{x}_k$ ) in the intermediate and final sections:

$$H_0: \bar{x}_e = \bar{x}_k$$

According to the alternative hypothesis (H1), the average level of development of skills and abilities of translating phraseological units of English

political discourse into Russian in the EG ( $\bar{x}_e$ ) and CG ( $\bar{x}_k$ ) *is different* for the intermediate and final assessment:

$$H1: \bar{x}_e \neq \bar{x}_k$$

To select a statistical criterion in this work, we used *quantitative data* obtained from the results of the intermediate and final assessment, and two *independent groups*: 1) EG (number of students ( $n_1$ ) = 13); 2) CG (number of students ( $n_2$ ) = 14).

The results of the t-test for the intermediate and final assessment in the designated groups are presented below (Table 9 and Table 10).

**Table 9 – Results of t-test in the EG and CG for the intermediate assessment**

<b>Intermediate assessment</b>				
<b>Group</b>	<b>Number of students in the group, <math>n</math></b>	<b>Average, <math>\bar{x}</math></b>	<b>C standard deviation, <math>SD</math> (standard deviation)</b>	<b>Representative errorness, <math>M_r</math></b>
EG	13	19,8	4	1,131405717
CG	14	13,3	3	0,8814843459
<i>Comparison of results for the intermediate assessment</i>				
<i>t&amp;p- values</i>	EG vs CG			
<i>t-value</i>	4,52			
<i>p-value</i>	0,00005			

**Table 10 – Results of t-test in the EG and CG for the final assessment**

<b>Final assessment</b>				
<b>Group</b>	<b>Number of students in the group, <math>n</math></b>	<b>Average, <math>\bar{x}</math></b>	<b>C standard deviation, <math>SD</math> (standard deviation )</b>	<b>Representative errorness, <math>M_r</math></b>
EG	13	31,5	3,7	1,047679882
CG	14	15,3	3,5	0,9845416925
<i>Comparison of results for the final assessment</i>				
<i>t&amp;p- values</i>	EG vs CG			
<i>t-value</i>	4,94			
<i>p-value</i>	0,00005			

The formula below was used to calculate *the standard deviation SD*

$$SD = \sqrt{\frac{\sum(x - \bar{x})^2}{n-1}}$$

The following formula was used to calculate *the representativeness error Mr*

$$M_r = \frac{SD}{\sqrt{n}}$$

*t - value* indicator was calculated according to the formula

$$t = \frac{\bar{x}_e - \bar{x}_k}{\sqrt{m_{r(e)}^2 + m_{r(k)}^2}}$$

*p - value* – the proportion / probability of error of the proposed hypothesis is checked against the data in the table of critical values (Appendix 2) taking into account the degree of freedom (f), which is calculated using the formula  $f = (n1 + n2) - 2$  and equals 25.

***The likelihood that we are mistaken*** in formulating our hypothesis H1, which consists in the fact that the average indicator of the level of formation of skills and abilities to translate phraseological units of English political discourse in the EG ( $\bar{x}_e$ ) and CG ( $\bar{x}_k$ ) **differs** between the intermediate and final assessment **is extremely small** ( $p = 0,0005$ ), which corresponds to a confidence level of 99,9%. This fact indicates statically significant changes in the results of the experimental study.

Thus, the processing of experimental research data using mathematical and statistical methods made it possible to reveal that the level of development of skills and abilities to convey the meaning of phraseological units of English political discourse by means of the target language increased in the experimental group, which proves the effectiveness of the methodology developed in this thesis for teaching students specializing in international relations to translate PU of this type of discourse into Russian.

### CONCLUSIONS TO CHAPTER 3

1. Testing the effectiveness of the methodology for teaching students specializing in international relations to translate phraseological units of English

political discourse into Russian was carried out in the form of an experimental research aimed at confirming the hypothesis put forward in this thesis. To achieve this goal, we used the method of pedagogical observation, questionnaire, analysis of students' written works on the translation of texts with PU of English political discourse of various genre and stylistic orientation, planning and design of educational and speech material for conducting a teaching experiment, as well as mathematical and statistical processing of the data obtained.

2. The diagnostic stage was carried out with the aim of identifying the level of motivation of students specializing in international relations in the formation of foreign language speech skills and abilities, including translation, and determining the degree of students' awareness of the role and place of phraseological units as a means of expressive speech in English political discourse. During the implementation of the assigned tasks, pedagogical observation and questionnaire took place. These methods have shown that students show a high interest in learning a foreign language, despite the fact that they experience a number of difficulties, among which are the difficulties of translating English professionally-oriented text, including verbal means of expression, in particular phraseological units. The level of proficiency in the skills and abilities of translating phraseological units of English political discourse into Russian was tested using the initial assessment. The data obtained proved that the level of development of these skills and abilities among students from the EG and CG was below 50%, which led to the conclusion that it is necessary to learn them to translate phraseological units of English political discourse.

3. The training stage included experimental training, within which the intermediate assessment was carried out to determine the degree of positive changes in the EG and its comparison with the results of the CG. It was revealed that the level of development of skills and abilities to convey the meaning of phraseological units of English political discourse by means of the target language among students from the EG increased by an average of 15,3%. CG students' proficiency in such skills and abilities remained at the same level with a slight increase (on average by 3,4%).

4. The control and analytical stage was aimed at obtaining data on the level of development of this contingent of students' skills in translating phraseological units of English political discourse. For this purpose, the final assessment was carried out. Using the method of mathematical processing of the obtained data, it was revealed that during the experimental study in the EG, the quality of the developed skills and abilities increased by an average of 36,1%, and in the CG – by 6,9%. To confirm the statistical significance of differences in the average scores of the intermediate and final assessment, the Student t-test was used. The probability of significant differences in average values in the EG and CG was proven with a degree of confidence of 99,9%.

5. The results of the experimental research indicate that, on average, the level of development of skills and abilities of translating phraseological units of English political discourse into Russian in the EG has increased qualitatively, which proves the effectiveness of the methodology presented in this thesis.

## CONCLUSION

The present work is a study of the problem of formation of skills and abilities in students specializing in international relations to translate PU of English political discourse into Russian. The need for this study is determined by the need for qualified specialists in the field of international relations, capable of solving translation tasks in the framework of foreign-language professional communication.

To achieve the aim and objectives of this study, first of all, we studied theoretical material on the problem of political discourse, which is considered as a type of institutional discourse and represents a set of speech actions and rules of public politics, typical for this type of communication and fixed by the traditions of the professional linguistic community. This type of discourse is characterised by a wide use of idiomatic speech units, among which the units of the phraseological level play a special role. Such speech units have a wide functional orientation within the framework of political communication, which allows the participants of professional communication to create the necessary communicative effect. Therefore, the adequate transfer of the meanings embedded in phraseological units of English political discourse by means of the target language is an important task of professional activity of future specialists in the field of international relations. This need has determined the relevance of the present study.

The analysis of the requirements for students specializing in international relations, presented in federal and local regulatory documents, also confirmed the need for them to master the skills and abilities to translate texts of English political discourse, including PU. However, the study of English language textbooks for this contingent of students revealed that insufficient attention is paid to this problem. Therefore, the methodology of teaching students specializing in international relations to translate PU of this type of discourse into Russian can serve as a component of the content of the professionally-oriented discipline “Foreign Language, English”, implemented within the framework of areas of study that train specialists in this field.

According to the methodology presented in this thesis, teaching this

contingent of students to make correct translation decisions when transferring the meaning of PU functioning in English political discourse into Russian will be effective if it is implemented on the basis of a discourse-oriented approach; it includes subject (linguistic, speech and topic material) and process (a set of knowledge, skills and abilities required to solve these translation tasks) components of teaching content; the selection of educational and speech material is carried out on the basis of the selected criteria; the methodological technology consists of theoretical (comments to exercises) and practical (non-communicative, conditional-communicative and authentic-communicative exercises) modules.

In order to test the effectiveness of the methodology of teaching students specializing in international relations to translate PU of English political discourse into Russian, the experimental research was conducted to measure the level of development of these translation skills and abilities. The processing and analysis of the results obtained during the initial, intermediate and final assessment made it possible to prove the effectiveness of the developed methodology for developing the skills and abilities of translating PU of this type of discourse into Russian in Bachelors of International Relations and, thus, to confirm the hypothesis put forward in the course of the research.

Thus, the aim of this research – to develop and experimentally test the methodology of teaching students specializing in international relations to translate PU functioning in English political discourse into Russian – was achieved. The prospects of the thesis research are seen in the further study of idiomaticity of this type of discourse from the linguodidactic perspective and the development of the problem of formation of translation skills and abilities of a higher level among these students.



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**APPENDIXES****Appendix 1. Questionnaire for the applied pedagogical research**

*Уважаемый респондент! Просим Вас принять участие в опросе и ответить на вопросы анкеты. В вопросах Вам необходимо написать ответы от руки в специально обозначенном поле. Ответы на предложенные вопросы не займут более 10-15 минут. Анкета является анонимной. Полученные данные будут использованы только в совокупности с ответами других респондентов.*

1. Почему Вы выбрали обучение именно по данному направлению подготовки?

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2. Сколько лет Вы изучаете английский язык?

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3. Укажите Ваш уровень владения английским языком:

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4. Приходилось ли Вам на занятиях по английскому языку выполнять задания, связанные с Вашей будущей профессией? (если да, то укажите какие)

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5. Испытываете ли Вы сложности при изучении профессионального английского языка и выполнении профессионально-ориентированных заданий на английском языке? (если да, то укажите, какие)

6. Прочитайте высказывания американских политиков Б. Обамы и Д. Трампа касательно системы школьного образования в США. Укажите особенности, которые отличают один фрагмент речи от другого.

*We should be trying to win the race to the top. We should be competing to make sure that we've got the best schools in the world, and our workers have the best training and skills in the world, and we've got a college education within reach of everybody who wants to go. That's the race we should be trying to win* (Б. Обама)

*If the states collectively contribute another \$110 billion of their own education budgets toward school choice on top of the \$20 billion in federal dollars, that could provide \$12,000 in school choice funds to every single K-12 student who today is living in poverty* (Д. Трамп).

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7. Как Вы считаете, речь политика должна быть выразительной и живой или строго официальной? (аргументируйте Ваш ответ)

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8. Укажите 5 основных качеств, которые, по Вашему мнению, должны быть присущи речи политика.

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*В заключение несколько вопросов о Вас:*

9. Укажите Ваше направление обучения:

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10. Укажите курс, на котором Вы обучаетесь:

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*Благодарим Вас за заполнение анкеты!*

## Appendix 2. Table of critical values of the Student's t-test

<b>TABLE C t distribution critical values</b>												
Degrees of freedom	Confidence level C											
	50%	60%	70%	80%	90%	95%	96%	98%	99%	99.5%	99.8%	99.9%
1	1.000	1.376	1.963	3.078	6.314	12.710	15.890	31.820	63.660	127.300	318.300	636.600
2	0.816	1.061	1.386	1.886	2.920	4.303	4.849	6.965	9.925	14.090	22.330	31.600
3	0.765	0.978	1.250	1.638	2.353	3.182	3.482	4.541	5.841	7.453	10.210	12.920
4	0.741	0.941	1.190	1.533	2.132	2.776	2.999	3.747	4.604	5.598	7.173	8.610
5	0.727	0.920	1.156	1.476	2.015	2.571	2.757	3.365	4.032	4.773	5.893	6.869
6	0.718	0.906	1.134	1.440	1.943	2.447	2.612	3.143	3.707	4.317	5.208	5.959
7	0.711	0.896	1.119	1.415	1.895	2.365	2.517	2.998	3.499	4.029	4.785	5.408
8	0.706	0.889	1.108	1.397	1.860	2.306	2.449	2.896	3.355	3.833	4.501	5.041
9	0.703	0.883	1.100	1.383	1.833	2.262	2.398	2.821	3.250	3.690	4.297	4.781
10	0.700	0.879	1.093	1.372	1.812	2.228	2.359	2.764	3.169	3.581	4.144	4.587
11	0.697	0.876	1.088	1.363	1.796	2.201	2.328	2.718	3.106	3.497	4.025	4.437
12	0.695	0.873	1.083	1.356	1.782	2.179	2.303	2.681	3.055	3.428	3.930	4.318
13	0.694	0.870	1.079	1.350	1.771	2.160	2.282	2.650	3.012	3.372	3.852	4.221
14	0.692	0.868	1.076	1.345	1.761	2.145	2.264	2.624	2.977	3.326	3.787	4.140
15	0.691	0.866	1.074	1.341	1.753	2.131	2.249	2.602	2.947	3.286	3.733	4.073
16	0.690	0.865	1.071	1.337	1.746	2.120	2.235	2.583	2.921	3.252	3.686	4.015
17	0.689	0.863	1.069	1.333	1.740	2.110	2.224	2.567	2.898	3.222	3.646	3.965
18	0.688	0.862	1.067	1.330	1.734	2.101	2.214	2.552	2.878	3.197	3.611	3.922
19	0.688	0.861	1.066	1.328	1.729	2.093	2.205	2.539	2.861	3.174	3.579	3.883
20	0.687	0.860	1.064	1.325	1.725	2.086	2.197	2.528	2.845	3.153	3.552	3.850
21	0.686	0.859	1.063	1.323	1.721	2.080	2.189	2.518	2.831	3.135	3.527	3.819
22	0.686	0.858	1.061	1.321	1.717	2.074	2.183	2.508	2.819	3.119	3.505	3.792
23	0.685	0.858	1.060	1.319	1.714	2.069	2.177	2.500	2.807	3.104	3.485	3.768
24	0.685	0.857	1.059	1.318	1.711	2.064	2.172	2.492	2.797	3.091	3.467	3.745
25	0.684	0.856	1.058	1.316	1.708	2.060	2.167	2.485	2.787	3.078	3.450	3.725
26	0.684	0.856	1.058	1.315	1.706	2.056	2.162	2.479	2.779	3.067	3.435	3.707
27	0.684	0.855	1.057	1.314	1.703	2.052	2.158	2.473	2.771	3.057	3.421	3.690
28	0.683	0.855	1.056	1.313	1.701	2.048	2.154	2.467	2.763	3.047	3.408	3.674
29	0.683	0.854	1.055	1.311	1.699	2.045	2.150	2.462	2.756	3.038	3.396	3.659
30	0.683	0.854	1.055	1.310	1.697	2.042	2.147	2.457	2.750	3.030	3.385	3.646
40	0.681	0.851	1.050	1.303	1.684	2.021	2.123	2.423	2.704	2.971	3.307	3.551
50	0.679	0.849	1.047	1.299	1.676	2.009	2.109	2.403	2.678	2.937	3.261	3.496
60	0.679	0.848	1.045	1.296	1.671	2.000	2.099	2.390	2.660	2.915	3.232	3.460
80	0.678	0.846	1.043	1.292	1.664	1.990	2.088	2.374	2.639	2.887	3.195	3.416
100	0.677	0.845	1.042	1.290	1.660	1.984	2.081	2.364	2.626	2.871	3.174	3.390
1000	0.675	0.842	1.037	1.282	1.646	1.962	2.056	2.330	2.581	2.813	3.098	3.300
z*	0.674	0.841	1.036	1.282	1.645	1.960	2.054	2.326	2.576	2.807	3.091	3.291
One-sided P	.25	.20	.15	.10	.05	.025	.02	.01	.005	.0025	.001	.0005
Two-sided P	.50	.40	.30	.20	.10	.05	.04	.02	.01	.005	.002	.001

**Appendix 3. Examples of phraseological units that can be used as linguistic material when teaching students specializing in international relations to translate PU of English political discourse into Russian**

- a great ship asks deep waters** (посл.) – большому кораблю большое плавание
- a matter of life and death** – вопрос жизни и смерти
- ace of trumps** – главный козырь, самый веский довод
- ahead of the game** – в выгодном положении, впереди всех
- all is fair in love and war** (посл.) – в любви и на войне все средства хороши
- Appeal to Caesar** – обратиться с призывом к избирателям на всеобщих выборах
- apple of discord** – яблоко раздора
- armchair strategist** – кабинетный стратег
- as brave as a lion** – храбрый как лев
- as cunning as a fox** – хитрый как лиса
- as firm as rock** – твердый как скала
- as hard as nails** – 1) закаленный, выносливый; 2) жестокий, бессердечный
- at all hazards** – во что бы то ни стало, любой ценой
- at the cost of life** – ценою жизни
- at the head of** – во главе
- Augean stables** – авгиевы конюшни, непаханое поле
- better the devil you know than the devil you don't know** (посл.) – из двух зол выбирают меньшее
- big bad wolf** – опасная страшная личность
- big gun** – важное / влиятельное лицо
- big stick policy** – политика «большой дубинки»
- black paper** – «Черная книга» (документ, в котором критикуется политика или действия правительства)
- brain trust / tank** – группа советников президента, разрабатывающая планы и проекты для правительства

**burning word** – горячие, волнующие, вдохновляющие слова

**by hook or by crook** – всеми правдами и неправдами, всеми возможными методами

**by virtue of** – в силу чего-либо

**carrot and stick** – метод кнута и пряника

**carte blanche** – одобрение

**confidence game** – получение денег обманным путем, надувательство

**coup d'etat** – переворот

**dark business** – темное дело, махинация

**de facto** – де-факто, фактический

**de jure** – де-юре, юридически

**dead beat** – побеждённый кандидат

**die game** – сражаться, стоять до конца

**domino theory** – теория домино (политическая теория, согласно которой какое-либо изменение может повлечь за собой линейный («по цепочке») ряд других изменений)

**every cook praises his own broth** (посл.) – всяк кулик свое болото хвалит

**faux pas** – промах

**favorite son** – политик, выдвинутый на пост президента от своего штата

**forbidden fruit** – запретный плод

**Founding fathers** – отцы-основатели

**Gang of Eight** – «банда восьми» (восемь политиков в Конгрессе США, которым представители исполнительной власти докладывают секретную разведывательную информацию)

**grand old man** – маститый политический деятель

**grass roots** – рядовые избиратели / массы / низы,

**grassroots** – широкие массы, простые люди

**green paper** – «Зеленая книга» (издание английского правительства, публикуемое для обсуждения изложенных в нем предложений)

**gunboat diplomacy** – дипломатия с позиции силы

**halls of power** – кулуары власти

**hell and high water** – тяжелые испытания

**hell is paved with good intentions** (посл.) – благими намерениями ад вымощен

**hoist sail while the wind is fair** (посл.) – куй железо, пока горячо

**honeymoon period** – «медовый месяц» (первые несколько недель пребывания президента на должности после победы на выборах)

**hope springs eternal** (посл.) – надежда умирает последней

**hot air** – пустые разговоры, обещания

**inside baseball** – птичий язык, внутренняя информация

**invisible government** – невидимое (закулисное) правительство

**iron curtain** – железный занавес

**it is easier to raise the devil than to lay him** (посл.) – легче вызвать черта, чем с ними справиться

**Jim Crow, red hunt, loyalty purge** – расизм

**kid-gloves approach** – мягкий подход

**killer amendment** – поправка, срывающая одобрение документа

**kind hearts are more than coronets** (посл.) – доброе сердце лучше всякого титула

**kitchen cabinet** – «кухонный» кабинет (неофициальные советники президента)

**laissez-faire** – попустительство

**lame duck** – провалившийся на выборах кандидат

**limousine liberal** – богатый либерал

**make or break** – либо пан, либо пропал

**man in the street** – обыватель, рядовой гражданин

**Middle America** – средний класс / налогоплательщики

**night mayor** – ночной мэр, ночной дежурный по мэрии (должность используется для демонстрации бдительности мэрии при обеспечении порядка)

**nose count** – подсчёт голосов

**null and void** – недействительный, потерявший законную силу

**October surprise** – политический сюрприз (новость, способная повлиять на выбор избирателей США (первый четверг ноября))

**out of the skin** – из кожи лезть вон

**park bench orator** – доморощенный политик

**peanut politician** – мелкий продажный политикан

**pipe-laying** – политические махинации / интриги

**political hot potato** – опасный политический вопрос

**political machine** – политический аппарат

**political suicide** – политическое самоубийство

**Potomac fever** – жажда политической власти

**presidential fever** – президентская лихорадка (стремление занять президентский пост)

**public eye** – внимание, интерес общества

**quo ante bellum** – положение, бывшее до войны

**rain or shine** – при любых обстоятельствах

**raison d'etat** – в государственных интересах

**running mate** – кандидат на пост вице-президента

**sacred cows** – люди, которых нельзя осмеивать, осуждать, критиковать

**shadow cabinet** – теневой кабинет

**silver lining** – луч надежды,

**slush fund** – деньги для подкупа влиятельных лиц и проведения различных кампаний

**smoke-filled room** – закулисные переговоры, тайны мадридского двора

**soft power** – мягкая сила (форма политического влияния на общество посредством культуры и пропаганды)

**spick and span** – с иголочки, элегантный

**stalking horse** – фиктивная кандидатура, выдвигаемая с целью раскола голосов сторонников другой партии

**status quo** – статус-кво

**stick or a stone** – бесчувственный человек

- straw vote** – неофициальный опрос с целью выяснения общественного мнения
- tete-a-tete** – тет-а-тет
- time will tell** – время покажет
- to be an open book to smb.** – быть открытой книгой
- to be at stake** – быть поставленным на карту, находиться под угрозой
- to be in Dutch with** – быть в затруднительном положении
- to be in somebody's shoes** – быть в чьей-либо шкуре / на чьем-либо месте
- to be off the reservation** – оставаться членом партии, но не поддерживать выдвинутого ей кандидата на выборах
- to be on exhibition** – быть в центре внимания
- to be on one's honor to do smt.** – считать делом чести сделать что-либо, считать своим моральным долгом
- to bear fruit** – приносить плоды
- to break a promise** – нарушить обещание
- to burst at the seams** – быть под угрозой развала, пойти прахом
- to bury the story** – утаить историю, умолчать о чем-либо
- to come hell or high water** – любой ценой
- to do one's bit** – выполнять свой долг
- to fight tooth and nail** – бороться всеми силами
- to get by** – сводить концы с концами,
- to get round** – провести кого-либо, обмануть
- to go for money** – гнаться за деньгами
- to have / put some skin in the game** – внести свой вклад в
- to have one's head in the clouds** – не воспринимать реальность
- to hold smb's hand** – оказывать поддержку
- to hold the field** – не сдавать позиций
- to keep one's hold over smb.** – удерживать власть над кем-либо, оказывать влияние на кого-либо
- to live up all expectations** – превзойти все ожидания
- to meet a demand** – удовлетворить требование

**to mend one's fences** – укреплять свои политические позиции

**to play for one's own hand** – действовать в своих интересах

**to play politics** – вести нечестную политическую игру

**to pull the devil by the tail** – биться как рыба об лед

**to raise smb's spirit** – поднять дух

**to sit on one's hands** – сидеть сложа руки

**to sow discord** – сеять вражду

**to stack the deck against someone** – мухлевать

**to win in a breeze** – легко добиться победы

**truth will out** – рано или поздно правда выйдет наружу

**Uncle Tom** – негр, выслуживающийся перед белыми

**upon my word** – честное слово! Клянусь честью!

**vis-à-vis** – коллега

**war of words** – информационная война

**ward heeler** – мелкий политикан,

**watershed election** – решающие выборы

**whispering campaign** – разъездная агитационная кампания, распространяющая ложные слухи об оппонентах

**White Paper** – «Белая книга» (официальное издание английского правительства)

**with a tongue in cheek** – неискренно, лицемерно

**wolf in a sheep's clothing** – волк в овечьей шкуре

**yellow-dog democrat** – демократ до мозга костей



**Appendix 4. Example of a fragment of a lesson aimed at developing skills in translating PU of English political discourse into Russian in students specializing in international relations**

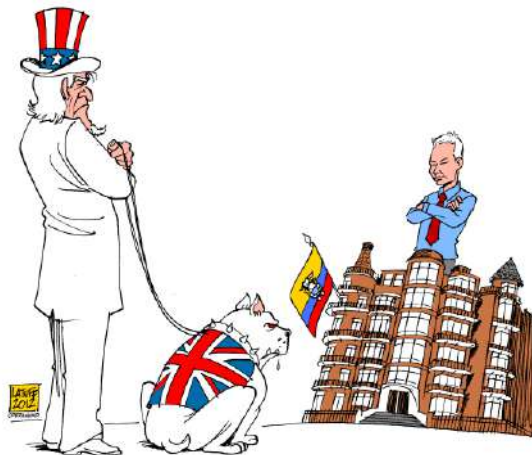
**Do you want to know a secret?**

**Lead-in**



- 1) Who is Julian Assange and what he is so “famous” for?
- 2) What is WikiLeaks? What sort of information does it contain?
- 3) What are the allegations that Julian Assange faces in Sweden?
- 4) What is his legal situation in Sweden?
- 5) Why has Ecuador given Mr Assange asylum?
- 6) What is likely to happen if and when he is extradited?
- 7) Comment on Julian Assange’s statement: “If wars can be started by lies, peace can be started by truth”.

**Task 1. A) Look at the picture below. Give your ideas what the text will be about.**



**B) Read the following text and decide what functional style and genre the text belongs to.**

**Functional style (функциональный стиль)** is a system of interrelated language means serving a definite aim in communication.

**Functional styles:**

3. Colloquial Style (*conversation, shopping list etc.*)

4. Bookish (Literary) style:

- *official style (business letter, documents, correspondence etc.)*
- *scientific style (article, report, lecture etc.)*
- *publicist style (interview, speech, advertisement, essay etc.)*
- *belles-letters (drama, novel, poetry etc.)*

**Arresting Julian Assange is a priority,  
says US attorney general Jeff Sessions**



It was reported by CNN that authorities have prepared charges against Assange, who is currently **holed up** at the Ecuadorian embassy in London.

Donald Trump **lavished praise on** the anti-secrecy website during the presidential election campaign – “I love WikiLeaks,” he once told a rally – but his administration **has struck a different tone**.

Asked whether it was a priority for the justice department to arrest Assange “**once and for all**”, Sessions told a press conference in El Paso, Texas: “We are going to **step up** our **effort** and already are stepping up our efforts on all leaks... We have

professionals that have been in the security business of the United States for many years that are shocked by the number of leaks and some of them are quite serious... and whenever a case can be made, we will seek **to put some people in jail.**”

Citing unnamed officials, CNN reported that prosecutors have struggled with whether the Australian is protected from prosecution by the first amendment, but now believe they **have found a path forward.** A spokesman for the justice department declined to comment.

Barry Pollack, Assange’s lawyer, denied any knowledge of imminent prosecution. “We’ve had no communication with the Department of Justice and they have not indicated to me that they **have brought any charges against** Mr Assange,” he told CNN.

US authorities has been investigating Assange and WikiLeaks since at least 2010 when it released, in cooperation with publications including the Guardian, more than a quarter of a million classified cables from US embassies leaked by US army **whistleblower** Chelsea Manning.

Republican politicians expressed fury at the time, accusing Assange of treason, and Trump himself told an interviewer: “I think it’s disgraceful, I think there should be like death penalty or something.”

But US authorities cannot touch Assange while he remains in the Ecuadorian embassy in Britain, seeking to avoid an arrest warrant on rape allegations in Sweden. Socialist candidate Lenin Moreno, who won the recent election in Ecuador, has promised not to extradite Assange.

*David Smith, Washington, Friday 21 April 2017*

*The Guardian (<https://www.theguardian.com/media/2017/apr/21/arresting-julian-assange-is-a-priority-says-us-attorney-general-jeff-sessions>)*

**Task 2. There are some phraseological units that are highlighted in the text. Choose the correct definitions to them.**

1. *to hole up*

- a) to drill a hole
- b) to hide or shut yourself somewhere, usually so that people cannot find you or disturb you
- c) to hit the ball into the hole (in golf)

2. *to lavish praise on someone*

- a) to give strong approval or admiration for someone, especially in public
- b) to spend a lot of money on someone
- c) to lie about someone's achievements

3. *to strike a different tone*

- a) to start the conversation the right way
- b) to speak with angry
- c) to express an opposite opinion or feeling about something

4. *once and for all*

- a) something should be done for all people on one occasion only
- b) completely or finally
- c) nevertheless

5. *to step up efforts*

- a) to increase the size or speed of something
- b) to take responsibility for doing something
- c) to make something more effective, to increase intensity of something

6. *to put in jail*

- a) to invest in jails

- b) to live in uncomfortable conditions
- c) to arrest someone for something

7. *to find a path forward*

- a) to make up further steps or a plan to be taken, especially ones that lead to a goal or result
- b) to find a way from one place to another on the map
- c) to find the direction in which something is moving

8. *to bring charges against someone*

- a) to claim that someone is bad or has done something bad
- b) to accuse someone of having done something illegal
- c) to ask someone to pay the amount for something that you have sold to someone or done for someone

9. *a whistleblower*

- a) someone who finds out that a company or a government department is doing something immoral or illegal and tells the authorities or the public about it
- b) someone who makes a high sound by forcing air through his / her mouth in order to get someone's attention, or to show that you like or dislike something
- c) Nightingale the Robber

**Task 3. Cross out the incorrect translation of these phraseological units. Decide which of the correct variants belong to the neutral style (N) and which ones belong to the colloquial style (C).**

Phraseological unit	Its Russian equivalent
to hole up	<ul style="list-style-type: none"> <li>• укрываться, спрятаться</li> <li>• отсиживаться</li> <li>• залечь на дно</li> <li>• находиться в зимней спячке</li> <li>• рыть яму</li> </ul>

to lavish praise on someone	<ul style="list-style-type: none"> <li>• превозносить до небес</li> <li>• осыпать похвалами</li> <li>• щедро тратить деньги на кого-либо</li> <li>• восхвалять</li> <li>• петь дифирамбы</li> <li>• высоко оценить</li> </ul>
to strike a different tone	<ul style="list-style-type: none"> <li>• разговаривать на повышенных тонах</li> <li>• звучать иначе</li> <li>• придерживаться иной позиции / мнения</li> <li>• придерживаться иной / различной линии поведения</li> </ul>
once and for all	<ul style="list-style-type: none"> <li>• несмотря на</li> <li>• раз и навсегда</li> <li>• окончательно и бесповоротно</li> </ul>
to step up efforts	<ul style="list-style-type: none"> <li>• активизировать усилия</li> <li>• прилагать все большие усилия</li> <li>• с трудом подниматься по лестнице</li> </ul>
to put in jail	<ul style="list-style-type: none"> <li>• посадить за решетку</li> <li>• запереть / засадить в тюрьму</li> <li>• жить в невыносимых условиях</li> <li>• угодить в тюрьму</li> <li>• посадить в тюрьму</li> </ul>
to find a path forward	<ul style="list-style-type: none"> <li>• найти выход из сложившейся ситуации</li> <li>• найти путь дальнейшей работы</li> <li>• найти тропинку, по которой можно выйти к месту назначения</li> <li>• наметить план дальнейших действий</li> <li>• найти путь продвижения вперед</li> </ul>
to bring charges against someone	<ul style="list-style-type: none"> <li>• предъявлять кому-либо обвинения</li> <li>• возбуждать дело против кого-либо</li> <li>• жаловаться на кого-либо</li> <li>• выдвинуть обвинения против кого-либо</li> </ul>
a whistleblower	<ul style="list-style-type: none"> <li>• стукач</li> <li>• разоблачитель</li> <li>• информатор</li> <li>• Соловей-Разбойник</li> <li>• подсадная утка</li> <li>• борец за правду</li> <li>• правдолюб</li> </ul>

	<ul style="list-style-type: none"> <li>• осведомитель</li> <li>• источник оперативной информации</li> <li>• лицо, совершающее служебное разоблачение</li> </ul>
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**Task 4. Fill in the gaps with the phraseological units from the box. Use the appropriate forms of the verbs. Translate the following sentences into Russian paying special attention to the phraseological units used and the functional style they belong to. Use Task 3 to check their meaning according to the context.**

<i>once and for all   whistleblower   to strike a different tone   to put in jail to lavish praise on   to hole up   to bring charges against   to step up efforts to find a path forward</i>
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1. Bears \_\_\_\_\_ in a secluded den to wait out the season.  
\_\_\_\_\_
2. He also \_\_\_\_\_ the Commission and its members.  
\_\_\_\_\_
3. Governments need to \_\_\_\_\_.  
\_\_\_\_\_
4. President Trump and First Lady Melania \_\_\_\_\_ at the annual Easter Egg Roll on the White House lawn, fully acknowledging the tense atmosphere between the U.S. and North Korea that was present throughout the Easter weekend.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. I had to \_\_\_\_\_ for three days because the police were looking for me.  
\_\_\_\_\_

6. You're \_\_\_\_\_ all sorts of \_\_\_\_\_ him, but you don't act very concerned.

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7. I know a place we can \_\_\_\_\_ till things calm down.

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8. We welcome the success of the diplomatic approach, and we hope that this problem will be resolved \_\_\_\_\_.

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9. She was the last person I would have ever worried about, but now she had the potential of being the top \_\_\_\_\_.

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10. He was \_\_\_\_\_ for robbery.

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11. Pursuant to the Constitution, only the Chamber has the right \_\_\_\_\_ ministers.

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12. President Sleiman has launched a series of consultations with Lebanese political leaders \_\_\_\_\_.

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13. In addition, \_\_\_\_\_ legislation is being drafted that would encourage citizens to give information about an act of crime.

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**Task 5. Translate text “Arresting Julian Assange is a priority, says US attorney general Jeff Sessions” into Russian.**