

РОССИЙСКО-ЕГИПЕТСКИЙ ДИАЛОГ: ВЫСШЕЕ ОБРАЗОВАНИЕ ДЛЯ РАЗВИТИЯ УСТОЙЧИВЫХ ОТНОШЕНИЙ

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HIGHER EDUCATION AS A GUARANTEE FOR THE DEVELOPMENT OF SUSTAINABLE INTERCULTURAL RELATIONS

A. D. Karaulova, Mohamed Ewiss***

**Astrakhan State University of Architecture and Civil Engineering (Russia)*

***Cairo University for Postgraduate Studies and Research (Egypt)*

Статья посвящена теоретическому и эмпирическому анализу влияния таких факторов как высшее образование на заимствование новых лексических единиц из английского в русский язык, а также рассматривает институт высшего образования как предпосылку для развития стабильных международных отношений между носителями разных языков.

Ключевые слова: ассимиляция, англицизм, гендерный компонент, высшее образование, семантическое значение, социальная среда.

The article is devoted to theoretical analysis and empirical analysis of the influence of such factors as higher education in borrowing new lexical units from English to Russian, and also considers the institute of higher education as a prerequisite for the development of stable international relations between speakers of different languages.

Keywords: assimilation; Anglicism; gender component; higher education; semantic meaning; social environment.

This is a study of the development of a relationship between speakers of different languages. Intercultural communication since ancient times was a rather important aspect in the life of any nation. No ethnic group exists separately from the others; all intercultural relations are closely intertwined and interact.

Being one of the most indicative criteria, a language reflecting the culture and mentality of not only the people who speak the language, but the people using the language as an intermediary in communicating with representatives of other ethnic groups is in constant development, therefore, in a synchronous context, it is an actual indicator of the development of interethnic relations.

One of the factors that have the most serious influence on the interpretation of various borrowings, as shown by the psycholinguistic experiment, is the fact of the presence / absence of education in the respondents, in particular, higher education. It has long been known that education plays a very significant role in the formation of the educational and scientific space. Research institutes are being created, educational organizations go beyond their city and country, and the development of international relations with universities and institutes of other countries comes out on top, which allows creating a single educational space.

The educational systems of different countries are unified and try to come to a single scale of assessment, in order to increase the academic mobility of students and teachers. Thus, today, it is easy to observe the situation in which citizens of France and Egypt, Sweden and Russia, Turkmenistan and Guinea can be at the same desk.

One of the strongest pushes in the accession of the Russian education system to the European canons and the general globalization of the educational process was Russia's entry into the Bologna process. And from this point on, the question of the general harmonization of education becomes acute.

Initially, the focus was on the organizational principles and documents of the Bologna process: credits, transition to a two-tier education system (bachelor, master), their applicability to the Russian educational system, as well as pluses and minuses of the process itself, and others. The problems of organizing joint magistracies [1] have become more interesting. In much the same way there was a discussion in Europe. In general, despite the costs of the Bologna process, Europe managed to raise the prestige of its higher education, which recently gave way to education in other countries, primarily the United States, and economically (more students left to study abroad than went to study in Europe), and psychologically, since the first universities appeared in Europe. At the same time, the Bologna process provided an incentive to other countries and regions to reform their education systems, States and globally. These questions remain debatable [1].

All participants are united by a process and result of education, the presence of which helps not only to establish educational and scientific contacts, but also in the perception of each other's languages. In other words, languages are intertwined; a special new dialect arises, having the features of the main languages, but in their mutual continuity and connection. First of all, here the language of the borrowing language is English, because the most intensive study of English is received in higher schools, thereby reflecting the principle of continuity of education.

In the study of modern borrowing with a gender component and the ongoing stages of the psycholinguistic experiment with each sample studied, in 100 % of cases it was noted that the group of respondents who had a higher education, regardless of age, gender, hobbies and other factors, showed closest to the original language of the donor value as a priority [4].

These results are shown in Diagram 1.

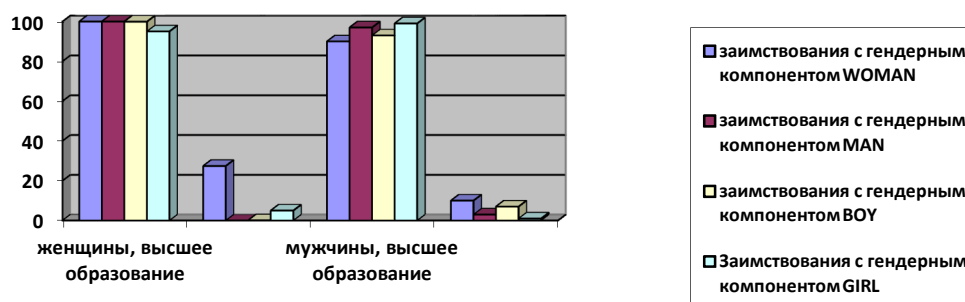


Diagram 1. Dependence of the results of the study of gender-marked borrowings on the factor of the presence of higher education in the respondent

It should be noted that the experiment in all cases of research of various empirical examples occurred in two compulsory stages (in the study of some cases of borrowing additional intermediate stages were required) - a continuous sample of Anglicisms with a gender component in its morphological composition and analysis of various contextual values of borrowings. The contextual meaning of borrowing has been explored on the basis of various types of discourse – media and oral-spontaneous [2].

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БУДУЩЕЕ УНИВЕРСИТЕТОВ

А. Е. Воробьев

Атырауский университет нефти и газа (Республика Казахстан)

На основе анализа исторического развития университетов рассмотрена роль университета в современном обществе, его основные миссии и ключевые задачи. Возникновение первых европейских университетов относится к XI–XIII столетиям, периоду становления и развития средневековых городов Европы. Первые европейские университеты в большинстве своем концентрировались на изучении «свободного» искусства, медицины, юриспруденции и теологии. Современный классический университет предоставляет студентам возможность получения глубокого многопрофильного образования, объединяя естественно-научные, точных наук, гуманитарные и прикладные (физико-математический, химический, географический, биологический, медицинский, инженерный, аграрный, экономический и юридический) факультеты. В результате инновационный университет XXI века включает в себя 3 основных направления: учебный процесс, научные школы и предпринимательские центры. При этом кардинально меняется роль преподавателя с простой передачи знаний студентам на создание необходимых условий для их самостоятельного обучения.

Ключевые слова: университеты, история, развитие, инновации.