

входит) опыта и во многом определяются им. Эмоции оказываются неотрывными от языка, их необходимо изучать с привлечением его данных, поскольку именно язык является и объектом, и инструментом изучения эмоций, которые он номинирует, выражает, описывает и имитирует, категоризирует и классифицирует, структурирует и комментирует, избирает искренние и неискренние средства для их экспликации / импликации, для манифестации и сокрытия, предлагает средства для языкового манипулирования и моделирования соответствующих эмоций; т.е. именно язык формирует эмоциональную картину мира представителей той или иной лингвокультуры.

Став исходным принципом изучения языка (добавим, и его преподавания) в XX–XXI вв., антропоцентризм обусловил возникновение особого интереса исследователей к различным способам выражения личностного, субъективного отношения человека к окружающей действительности (важной составной частью которого является эмоциональный компонент) через призму человеческого микрокосма, чему и служит, на наш взгляд, вузовский курс «Культура речи и деловое общение».

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THE ASSIMILATION OF ENGLISHISM IN THE ORAL DISCOURSE OF MONOLINGUALS AND BILINGUALS AS A RESULT OF THE FORMATION OF THE LINGUISTIC LIVING ENVIRONMENT OF FOREIGN STUDENTS FROM NEIGHBORING COUNTRIES

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The article is devoted to the ethnolinguistic and cultural interaction of students-citizens of the Caspian countries in the unified educational environment of the university in the context of the internationalization of the educational process, under the influence of which the lexical units of monolinguals and bilinguals receive some semantic changes in the Russian-language discourse of the respondents.

Keywords: *internationalization, ethnic groups of the Caspian countries, monolinguals, bilinguals, discourse.*

The 21st century convincingly testifies that the Caspian region is a huge territory of intercultural interaction in solving the tasks of economic development and internal political stability of countries in the region. At present, the geopolitical aspects of the development of the countries of the Caspian region are rapidly changing. For many decades, the Caspian region has been one of the key nodes in world geopolitics.

It should be noted that the strengthening and strengthening of international contacts has recently become a platform for the ever-widening of linguistic boundaries and bringing them into a very flexible state, which is a prerequisite for the penetration of an increasing number of new words into some languages from others, as well as changing the spectrum of the original semantic borrowing values. The current stage of development of society is characterized by a high degree of dynamism in its social and economic spheres, which is associated both with the information revolution and with the processes of integration and globalization, ensuring open borders in the global educational space.

Today, the problem of the quality of training, the intensification of the export of educational services, and the popularization of education abroad is one of the priority tasks for many universities and the Caspian countries. The modern educational process in universities of the countries of the Caspian region is focused on training a competitive specialist, taking into account the increased requirements for his professional competence and the specifics of his interaction with speakers of different national cultures.

For all countries of the Caspian region relevant issues during the transition to an innovative type of economy, there is an increase in attention to the issues of preserving and developing human potential, studying the history and culture of the peoples of the Caspian region in the process of developing academic mobility of students. However, the process of intercultural interaction in educational practice is complicated by the fact that active migration processes are observed in the countries of the Caspian region: the outflow of the population from the country and the launch of the program to return ethnic groups to their historical homeland, the ethnopsychological characteristics of students in education and upbringing are not taken into account enough, which cause conflicts in the region destabilize the situation in society.

In this regard, the problem of studying the ethnopsychological characteristics of students in intercultural interactions in the multicultural educational space of universities of the countries of the Caspian region is becoming relevant.

The 21st century convincingly testifies that the Caspian region is a huge territory of intercultural interaction in solving the problems of economic development and internal political stability of countries in the region. At present, the geopolitical aspects of the development of the countries of the Caspian region are rapidly changing. For many decades, the Caspian region has been one of the key nodes in world geopolitics. The Caspian region is a unique territory of millennia-old interethnic and intercultural interactions, which is characterized by a wide variety of civilizations, cultures and religions.

Particularly active contacts between various ethnic groups began to develop in the context of internationalization of the modern stage of education.

Dictionaries give the following interpretation of the word «internationalization»:

(from Lat. inter – between and natio – people) – English. internationalization; him. Internationalisierung. 1. The process of modern development, consisting in the interconnectedness and interdependence of various states and organizations, and leading to the emergence of international associations in various fields (economics, politics, culture, military, etc.). 2. In international law, the recognition of a regime of general international use [5].

The internationalization of the educational sphere can manifest itself in various ways, from individual and spontaneous academic mobility to the development of agreements between universities with the aim of implementing double degree programs. Future students are expanding the boundaries of their worldview and the geography of educational places and are trying to get education in the most developed countries and reputable universities.

As regards the Caspian region and the universities represented on its territory, it can be noted that all ethnic groups have a close system of values and mentality, which serves as a significant prerequisite for choosing a university.

Faced with the unified educational process that is conducted in Russia, mainly in Russian, students coming from various countries of the Caspian region are gradually getting to know both the Russian language itself and the Russian culture, traditions, gradually becoming bilingual speakers [4].

According to the definition of V. Belyanin:

«The term» bilingualism «originates from Latin roots: bi -» two «, and the words lingua -» language «. Therefore, we can conclude that this term is a process and the result of knowledge of two languages. Thus, a person who can say and understand using bilingual systems can be called a bilingual. However, multilingualism also refers to bidlingism, otherwise referred to as multilingualism or multilingualism.

A characteristic feature of the concept of multilingualism is that it can be of such types as – national (when languages are used in one social community) and individually-personal (individual use of several languages, each of which is preferred in accordance with a certain communicative situation) [1]

According to the information provided by the electronic directory:

«Bilingualism (bilingualism <lat. Bi-» two «+ lat. Lingua» language «):

- 1. The process of using several languages alternately;*
- 2. The ability to use different languages for successful communication (even with minimal fluency);*
- 3. Fluency in different languages at a fairly high level, change depending on the communicative task [6].*

In the framework of this study, the authors of the article recognize bilinguals as all respondents who speak two or more languages, Russian and ethnic, without distinction in the degree of proficiency in the languages presented. The respondents in the study were students-citizens of countries such as Turkmenistan, Russia, Azerbaijan, Kazakhstan.

The experiment itself can conditionally be divided into three functional stages:

- the first is the analysis of the data of relevant lexicographic sources to identify the basic meanings of borrowing stated in the etymone language;
- the second is a survey of respondents in order to outline the circle of semantic richness of borrowing in the spontaneous oral discourse of a borrowing language,
- third – analysis of the data.

The base language of the loan was chosen English in view of its international character [1].

In order to detail the semantic content of the borrowed “transformer” token in the Russian-language linguistic picture of the world of bilinguals and monolinguals, with the help of a psycholinguistic experiment, the oral spontaneous form of the discourse of monolinguals and bilinguals (hereinafter bilinguals) was analyzed.

During the first stage, which was a survey – questioning, informants were asked to determine the meaning of the lexical unit “transformer” borrowed from English

Результаты, полученные в ходе исследования, отражены в диаграмме № 1.

Thus, we can conclude that, according to both representatives of the bilingual group and representatives of monolinguals, the semantic filling of units of the analyzed unit “the hero of the same film” seems to be dominant, which is quite logical in connection with the development of the film industry. Particularly noteworthy is the fact that the largest percentage of associations with the indicated semantic value of units of the studied subgroup was noted by representatives of the younger and middle age groups (58% – the bilingual group), mainly males (67.4% – bilinguals).

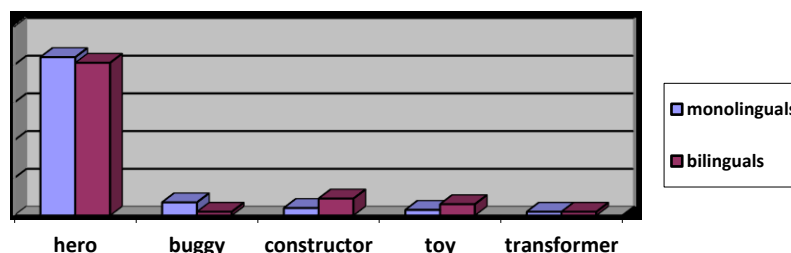


Chart number 1. Assimilation characteristics of the borrowed token «transformer» in the Russian-speaking oral – spontaneous discourse

Further, according to the significance of the respondents of the bilingual group, the semantic meaning of “stroller” stands out, and this semantic filling of units is typical for the female representatives (56.1% of the respondents). Attention also deserves the fact that for a group of informants – bilinguals, the indicated value is practically not embedded in the semantic field of a unit.

The second most important semantic meaning of the transformer unit borrowed from the English language for the monolingual group is the constructor. The indicated value was given by the smallest number of respondents of the bilingual group.

The third largest semantic content of units of the analyzed subgroup by bilinguals indicated the value “toy”; for a monolingual group, the analyzed semantic content of the units of this subgroup is only in fourth place in importance. Moreover, a similar semantic meaning was noted by representatives of the teenage age category (67%), mainly by women (66%).

Thus, for representatives of the sociolinguistic group of bilinguals, as well as monolinguals, the most characteristic is the understanding of the borrowed token as “the hero of the film of the same name”.

In other words, in the original culture, the token «transformer» means a transformer, a transformer. And, based on the translation, the association “transformer” seems to be the most logical. However, the spontaneous oral Russian-language discourse was significantly influenced by the eponymous film, as a result of which the association “hero of the eponymous film” became the most relevant.

Thus, we can state an unambiguous expansion of the initial meaning in the Russian-language discourse as a native speaker of the Russian language, as well as ethnic groups of the Caspian countries, who came to Russia to receive education at a Russian university thanks to the opportunities provided by the internationalization of modern education, within the framework of which the learning process is developing today.

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