

Summary

Graduation Level of Proficiency Paper

(Master Degree)

Title: Features of the translation of conflict-generating communication in pedagogical discourse

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Topical Importance: the research is determined by a combination of the following extralinguistic factors: the ever-increasing role of pedagogical communication in the modern society; its inextricable connection with international political, economic and socio-cultural processes in the framework of the general globalization paradigm. The linguistic relevance of the work is caused by the need to study potential and relevant communicative conflict units in modern pedagogical discourse, since their successful identification and analysis will allow to avoid direct conflicts in future.

Goals: to identify the characteristic features of conflict units in pedagogical discourse based on a pragmatically-communicative approach, as well as to analyze the problems and features that arise while translating communicative conflict units into Russian.

Tasks:

– the study of linguistic traditions and approaches to the concept of “pedagogical discourse” in diachrony with the designation of its main characteristics and components;

– the theoretical analysis of pedagogical discourse in the institutional paradigm in order to identify its differentiating features;

– linguistic modeling of the pedagogical communicative situation, taking into account the categories of the addresser and addressee;–

- identification and categorization of the evaluative components of the pedagogical communicative situation as potential bearers of conflict units;
- typology of communicative conflict units within the framework of pedagogical discourse, identification of all components of conflict communication;
- selection, systematization and analysis of a set of conflict-generating units that function in modern pedagogical discourse on educational online platforms;
- consideration of selected units through the prism of a pragmatically communicative approach in order to further identify the lexical and grammatical features of their translation into Russian.

The theoretical significance of the study lies in the discursive modeling of the pedagogical communicative situation, taking into account the explicit classification of evaluative components and subject categories. Conflict units, the psycholinguistic reasons for their appearance and methods of verbal expression are also subjected to detailed analysis.

The practical significance of the study lies in the possibility of using the results as a lecture theoretical and practical material on courses in the theory of discourse, general and private lexicology, theory and practice of translation, axiology, stylistics, intercultural communication, etc .; as well as the basis for further consideration of the theoretical issues raised.

The result of the study was the identification and detailed analysis of the lexical and grammatical features of communicative conflict units in modern pedagogical discourse, as well as an analysis of the problems of their translation from English into Russian.

Recommendations The further research of this topic needs the proper paremiological, stylistic and functional analysis of the pedagogical discourse in order to determine its linguistic modifications to avoid potentially conflict communication at the present moment.