

В ходе нашего исследования мы выявили пять тематических групп слов, которые используются для выражения квантификации недискретных сущностей в английском языке на базе «Русского семантического словаря» [4]. Так, процесс квантификации вещественных имен существительных реализуется с помощью следующих тематических групп: 1) еда, блюда по форме, по консистенции, по способу приготовления (*flap, loaf, piece, chunk; slice; lump, crust, gob, round, gobbet* и т. д.); 2)местилища, упаковки; посуда, домашняя утварь; предметы бытового обихода (*basin, beaker, mug, jar, glass, goblet, galloon, barrel, thermos, balloon, vial, bottle, vessel, cup* и т. д.); 3) названия оснований и частей целого (*granule, particle, piece, quarter, drip, dribble, sprinkle, spritz* и т. д.); 4) названия масс, множеств, соединений, групп (*pile, stack, cord, bundle* и т. д.); 5) названия тела, организма, их частей, продуктов жизнедеятельности (*drawing, dash, pinch, faggot, thimbleful* и т. д.);

**Заключение.** Несмотря на четкое разграничение понятий «дискретность» и «недискретность» в современной лингвистике, мы пришли к выводу о том, что всякая недискретная сущность в английском языке может присвоить себе категорию количества посредством употребления с различными словами-квантитативами для придания образности и выразительности речи.

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## THE STRATEGY OF REIFICATION IN THE ENGLISH-SPEAKING YOUTH INTERNET DISCOURSE

**Introduction.** Modern linguistics is characterized by anthropocentric approach, which draws the attention of the researcher beyond the limits of language structure learning and its functioning in speech flow — to the personality of a native-speaker. Based upon linguistic means one can model and make a personality portrait of a representative of any linguaculture, occupation or social group, including modern youth [6; 8; 9]. Along with that in recent times all over the world, including our country, the conflict features in communication between young people occur more often than ever. Non-communicative behaviour of the youth is also characterized by frequent displays of unmotivated aggression and cruelty. Because of this the particular **relevance** is given to learning the verbal displays of such an aspect of public conscience in modern youth, as portraying the image of the enemy, which can be seen as a potential object of aggressive behaviour. Nowadays this issue provokes undying interest of political discourse researchers [1—5; 7], but still it hasn't become the subject of special surveys in the field of youth discourse of different genres.

**The main part.** The object of research is enemy image in English-speaking youth Internet-discourse.

The subject of research represented by the language means of creating the image of enemy in English-speaking youth Internet-discourse.

The aim of the research is to reveal the ways of realization and the main functions of enemy-image creating strategy (reification) in English-speaking youth Internet-discourse.

Objectives of the research:

- 1) become familiar with the research methodology of an enemy image on the basis of political discourse;
- 2) set and classify the vocabulary used by young people to create an enemy image;
- 3) identify the main syntactic constructions to verbalize the strategy of reification in the English youth Internet discourse;
- 4) determine the aims of the communicators who use the strategy of reification in the youth Internet discourse.
- 5) reconstruct enemy images in the English youth mind.

The aim and specific objectives influenced the choice of methods of the research: context analysis method, semantic and pragmatic analysis method and component analysis method, continuous selection method, and quantitative analysis method.

The working hypothesis of the research is that condensation (high frequency of usage) of language means for creating enemy image in English-speaking youth Internet-discourse is conditioned by topics of communication characterized by emotional significance for the youth.

Scientific novelty of the project is that it is the first to describe systematically the language means of representing enemy image in modern youth Internet-discourse, which hasn't been studied in the given aspect before by linguists; for the first time the attempt has been made to reveal the influence of topical factor on verbalization of enemy image; one more novel aspect is the determination of the functions of reification as a communicative strategy in the given type of discourse.

The theoretical value of the project is that the given comprehensive description of the language means used for realization of the enemy image creation strategy contributes to the studies of verbal realization of manipulative strategies in the communicative behaviour of people, and it can be also used as the methodological basis for the research in the given direction in the field of pragmalinguistics, psycholinguistics, cognitive linguistics, and in non-linguistic branches of sciences (psychology (namely conflictology), sociology) as the basis for the interpretation of communicative conduct of the youth.

The practical value of the research is that the linguistic material can be used at practical foreign language lessons in high school, secondary specialized and higher educational institutions which will help the studying youth to get familiar with the language of public opinion formation mechanisms in the youth society. The ability to identify the language units given in the project in speech flow as the components of a manipulative strategy can stimulate the critical perception of the message and the formation of psychological protection against linguopragmatic manipulations. Identification of language units of a similar type in the communicative conduct of the studying youth can be useful to educators for monitoring aggressive moods occurring in the youth environment, well-timed revealing of which can prevent aggression splashes by young people.

We based our research on the Internet commentaries written by English-speaking youth on the forum "Voices of Youth", created within the UNICEF project aimed at involving young people into the discussion and solving important social problems. During the research we have analyzed 100 micro-contexts with language units used to create an enemy image [10].

As the material analysis shows, all the texts of English-language Youth Internet discourse can be thematically divided into 15 groups. If you look at the result of the study you will see that the main themes discussed on the forum are "Secure Internet", bullying, religious problems, violence, and environmental issues.

As you see we defined two ways of interaction with the enemy — active and passive. After analyzing all micro contexts of online discussions, we came to the conclusion that an active strategy of interaction with the "enemy" can be divided into the strategy of fight and the strategy of avoidance. So you see the active strategy dominates over the passive one. It's 65% of all the micro contexts. The passive strategy is represented in 29 micro contexts (29%). However, it was revealed that some contexts can't be classified because their verbal language means aren't direct enough (picture 1).

The strategies of interaction with an enemy			
The active strategy 65%		The passive strategy 29%	The strategies which can't be classified 6%
The strategy of fight 37%	The strategy of avoidance 28%		

Picture 1 — The percentage of the strategies of interaction with an 'enemy'

Considering the comments from the lexical point of view, we have concluded that to create the "enemy image" the youth used the following lexical units: *bullying/cyber-bullying, violence, discrimination, immorality, war, fear, hackers, spammers, unfairness, conflicts and etc.*

The verbal portrait of the "enemy" can be described as a person, whose actions are expressed by the following verbal constructions — *fuel the conflicts, bad influence, have terrible effect, hurt, harm, trap, spread violence, damage, control our life, cause conflicts, instigate, produce stereotypes, curb, divide.*

It can be concluded that young people think the enemy is a person, who causes damage, promotes violence, bullying, does the society harm by their anti-social actions, but an "enemy" of the youth community can also be impersonal hostile things which are described as *negative, offensive, violent, aggressive, horrible, terrible, dangerous, oppressive, rude and confusing, stubborn, worst, harmful.*

From the point of view of different strategies, the actions of young people can be classified as following: the strategy of fight which involves actions such as *prevent, hate, stop, control, educate, unite, promote, use peace*, the strategy of avoidance which involves *avoid, spread peace, share, don't know, don't say, restrict, never trust, escape, don't let, don't use*, and the passive strategy uses such verbs as *disagree, know, notice, to be aware.*

Analyzing the syntactic means of creating the "enemy image" we've found such means of verbalization of fight strategy as the imperative mood (we think it is a direct call to fight), and the modal verb must, which shows flatness and

necessity. The micro contexts of avoidance strategy are presented by negative imperative constructions indicating prohibition, and less emotionally colored modal verb *should*. The Indicative Mood and the modal verbs *should* and *can*, within the meaning of “prevention” and “possibility” are presented in the internet comments of English-speaking youth as representatives of the passive strategy.

**Conclusion.** In the course of the study we found the following aims of communicators: to show the presence of the enemy in different spheres of youth activities; to recognize correctly a real threat and its consequences; to warn and protect to avoid dangerous situations using mainly peaceful means; to fight with the manifestation of the enemy forces.

From our point of view we fully achieved the aim of our research as the main ways and means of the strategy of reification have been identified.

In addition, the students of our Gymnasium wrote their own comments on the most exciting issues on the English-speaking youth Internet forum “Voices of Youth”.

In the long term it is possible to conduct a research on the representation of the “enemy image” in English and Russian / Belarusian Internet discourse.

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## ENGLISH AND RUSSIAN COMMUNICATIVE BEHAVIOUR: SIMILARITIES AND DISTINCTIONS

**Introduction.** Language, mentality and culture are inseparably linked with each other. They function as the whole. As a result, people who belong to different nationalities have particular communicative behavior. Everyone who had an opportunity to speak with a foreigner can mention some specific features of communication with them. Distinctions can be found in speech etiquette, subjects of speaking, manner of arguing etc. Specific national character is typical of both common cultural norms (attracting smb's attention, greeting, farewell, acquaintance, apology etc.) and situational norms which work when communication is determined by the status of the speakers, the topic of communication or situation [1, p. 9].

Nowadays it is very important to know specific features of communicative behavior of representatives of a foreign culture. Even perfect knowledge of language cannot improve an awkward situation which is caused by ignorance of these features. It is necessary to learn what communicative behavior of a foreigner is like in order to prevent awkward situations, distortion of communicative cultural view and to minimize negative consequences of culture shock.

**The main part.** In this article we will describe the main similarities and distinctions between English and Russian behaviour. Comparison will be based on several parameters: establishing the contact, ending the communicative contact, maintaining the contact, sociability, formal/informal way of communication, communicative self-presentation, politeness, use of imperative form, discussion of disagreements, the subject of communication, direction of attention toward an interlocutor, non-verbal organization of communication, communicative need for information.