

UNIVERSITY OF ŽILINA



# TRANSCOM 2011

9-th EUROPEAN CONFERENCE  
OF YOUNG RESEARCH AND SCIENTIFIC WORKERS

PROCEEDINGS

**SECTION 8**  
**SOCIAL SCIENCES**

ŽILINA June 27 - 29, 2011  
SLOVAK REPUBLIC

UNIVERSITY OF ŽILINA



# TRANSCOM 2011

9-th EUROPEAN CONFERENCE  
OF YOUNG RESEARCH AND SCIENTIFIC WORKERS

under the auspices of

**Ing. Eugen Jurzyca**

Minister of Education, Science, Research and Sport of the Slovak Republic

&

**Prof. Ing. Tatiana Čorejová, PhD.**

Rector of the University of Žilina

## SECTION 8

SOCIAL SCIENCES

ŽILINA June 27 - 29, 2011  
SLOVAK REPUBLIC

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# **TRANSCOM 2011**

## **9-th European conference of young research and scientific workers**

TRANSCOM 2011, the 9-th international conference of young European researchers, scientists and educators, aims to establish and expand international contacts and co-operation. The main purpose of the conference is to provide young scientists with an encouraging and stimulating environment in which they present results of their research to the scientific community. TRANSCOM has been organised regularly every other year since 1995. Between 160 and 400 young researchers and scientists participate regularly in the event. The conference is organised for postgraduate students and young research workers up to the age of 35 and their tutors. Young workers are expected to present the results they had achieved.

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# The Reflections on Cultural Heritage of Slovak Americans

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**Abstract.** The aim of the paper is to make a short note on the history of Slovak American immigration as the part of Slovak cultural heritage and the preservation of Slovak customs, traditions and way of life under the influence of coexistence with other foreign nations throughout the centuries up to the present. I provide the historical context of the immigration, point out the changes in traditions and introduce some of the recent activities of Slovak American descendants.

**Keywords:** cultural heritage, Slovak immigration to the USA, Slovak American traditions, work of Slovak American descendants.

## 1. Introduction

In 2006 the Convention for Safeguarding of the Intangible Cultural Heritage was signed with the effort to extent the conceptualization of intangible cultural heritage. The closer attention is now being paid to humankind and its spiritual manifestation such as dramatic arts, languages, traditional music and traditions inherited from ancestors transmitted to their descendants. The living culture is very fragile due to rising cultural diversity trend. Its preservations have become the imperative of UNESCO organization as well as the government of Slovak Republic [1]. The important part of Slovak culture is represented by the culture of Slovak immigrants which has been formed for centuries.

## 2. The Historical Context of Slovak Immigration to the USA

Slovak immigration has deep roots. No one is home to more Slovaks than America. According to U.S census in 1990, 1.8 mil Americans are of Slovak origin and their bond to their home has been largely visible over many years. We can recognize three main streams of Slovak immigration into the USA. The first stream dates back to late 1870s due to social and economical reasons. It resulted from remaining feudalism in Austrian-Hungarian and close to half a million Slovaks immigrated to the United States during this period [2]. The most afflicted area was parts of Eastern Slovakia such as Šaris, Spiš and other regions as for example Orava. Slovaks settled down in the area of New York, Pennsylvania, Ohio, Illinois, Connecticut, Florida, Iowa, and Kansas. California etc. Most of these settlements represented the most industrialized parts of the USA with the high concentration of steel, coal and mine industries. First Slovak immigrants came here after bread. Steel mills were a very attractive factor for many Eastern European immigrants. Most Slovaks could speak none or just little English but were said to be very hard working. At average, their pay checks were much lower than those of other workers. The term mill hunky was very common nickname for Slovak workers widely used by American middle class of that age [3]. One of the descendants of Slovak Americans, Mike Blasko, recalls, "My great grandfather immigrated to Munhall, Pennsylvania in 1901 searching for work. He left Slovakia at age 16 with his brothers John (Janos) and Andrew (Andrej) for the new world and a new life, leaving behind their parents and a sister, Maria. My great-grandfather Pal and his brother Andrew soon found work at the Carnegie Steel Company, which would later become United States Steel Corporation - Homestead

District Works. His brother John left to pursue his opportunities somewhere in or around Chicago”[3]. The first immigrants did not wish to settle down in a foreign country. They came there with the intention to earn and save some money and return home. The World War I opened the way for dismembering the Austro-Hungarian Empire that allowed the nations to form their own independent countries. The leaders of the Czech National Alliance and the Slovak League of America signed the Cleveland Agreement that paved the path for the formation of first common state for both Czech and Slovaks. Although first Slovak Americans were considered as the poorest of all immigrants, there were already social differences among them. Many Slovak immigrants set up their own business in handcrafts or agriculture and had become very successful. For instance, Michal Bosak became the richest Slovak in the USA. He founded the Bosak State Bank in Scranton, Pennsylvania [4]. Mike Blasko reports, “By the time the steel industry collapsed in the Pittsburgh area in 1980’s, the men of my grandfather’s generation had become union members, something that their predecessors had fought long and hard to earn. They obtained a respectable wage as full-fledged members of the middle class and were no longer the lowly, looked down upon peasant immigrants “[3].

Their cultural as well as political activities were involved in Slovak-American fraternal associations such as Ladies Slovak Catholic Union, Slovak Catholic Sokol, First Catholic Ladies Association of the US and many others. The national Slovak Society was founded in Pittsburgh by Peter V. Rovnianek, the man who launched the first Slovak daily newspaper, and it is still active today. The national Slovak Society, the Slovak League of America, was found in 1907 to help to prepare Slovak immigrants for American citizenship and to promote the welfare of Slovaks in the USA Their members organized donations for funerals or provided the support for the political movements back home.

The second wave of immigration hit the USA between the years 1918-1938 due to poor industrial conditions in Slovakia. The take-over of Czechoslovakia by communists and Soviet Union's invasion spurred another wave of immigration for political reasons in 1968. Most of immigrants were members of intelligentsia and post war figures. The Slovak World Congress was founded in New York in 1970. It became the leading organization of Slovaks living abroad, and represented associations, institutions, and individuals [2].

### **3. Facing Changes in Traditions**

Especially in early years of Slovak immigration, religion played an important role in self – identity for Slovaks and it represented an integral part of their everyday life and their struggle with tough reality. The Slovak immigrants wished to remain loyal to their Eastern European faiths and shortly after coming to the USA they set up churches and parishes. They were distinctive among Slavic people in being the only ones with a substantial Protestant minority. For instance, Homestead-Munhall area became a home of many Catholic churches of Slovak immigrants and they were primarily located near the mills. Several changes had been made also in the way of clothing and housing. Slovaks arrived in the USA in their traditional folk dresses facing discrimination. First Slovak immigrants moved into so called boarding houses that were built near to the mills [2]. Like other European immigrants, Czechs and Slovaks preferred to live and work among people who spoke their mother tongue and who often had come from the same or a nearby village. Some of them even kept maintaining small yards as they struggled to adjust urbanized American culture. The way of living was significantly adopted by the traditions and culture of American citizens of the area the Slovaks moved in [2]. The family life and their mother tongue was preserved in their homes, but Slovak cuisine had undergone several significant changes over time in the direction of greater variety, The traditional receipts, such as halushki, has been still passed on over the generations and education became of the strongest elements for preserving their culture abroad. Soon, they established first parochial elementary schools and high schools for their children. Traditionally, Czech and Slovak folk music in America continue respectively to help to

define Czech and Slovak ethnicity in the United States [5]. Various family occasions, f.e. christening parties, helped relatives and friends to meet up and entertain by singing traditional folk songs. The new way of life helped them to create new songs reflecting the real situations from their everyday life. The second and third wave of immigration and the political situation called for greater press, political and cultural activities. For instance, Michael Novak, a prolific Roman Catholic theologian and political writer, was born in Johnstown, Pennsylvania. In his works, he became a spokesman not only for Slovaks, but for all ethnic groups in the United States as well, in such works as *Concepts of Ethnicity and Unmeltable Ethnics: Politics and Culture in American Life*. Alois Havrilla won the prestigious Medal for Good Diction given annually by the American Academy of Arts and Letters. Havrilla had also sung professionally; acted in Broadway musicals; narrated films for major studios; worked at a number of New York-area radio stations as a news commentator, announcer, narrator, and host of musical programs; and did voice-over work for the Paul Whiteman and Jack Benny radio programs. In 1969 Joseph M. Gaydos, born in Braddock, Pennsylvania, was elected to the U.S. House of Representatives, where he served for 24 years. He was the first Slovak-American to serve in the U. S. Congress [6].

#### **4. The Reconnection with Slovak Roots**

At present, the Slovak culture has still remained alive in America thanks to devoted Slovak American descendents who keep Slovakia and its heritage in their heart. They are keen on learning and collecting Slovak folk crafts. Countless regular trips to Slovakia have been organized to explore Slovakian traditions and their experiences are published in America. As an example, a new book on Slovakia was released by the author of Slovak origin in 2010. It was the book called "Slovakia! Traditions Old and New" written by Helene Baine Cincebeaux. This soft-cover book features many colorful, full-page photos and paintings of Slovak traditional crafts and customs. Helen has packed a multitude of color pictures, maps, original art work, embroidery and vintage postcards into it along with running commentary on almost everything they have experienced. The book is not written in academic speech, it is divided into six chapters: The Year Begins, Spring, Summer, Fall, Winter and Carrying on Traditions. It contains good-to-know resources about Slovakia and about Helens fascination with Slovakia in the first place. What is more, Helen intersperses commentary throughout of book on what life was like in Slovakia 40 years ago, when it was the eastern part of then-Czechoslovakia and under communist rule. Of course, the book includes detailed descriptions of holidays and customs. Helene and her mother, Helen Zemek Baine has visited Slovakia many times encouraging other Slovak Americans to explore their country of origin. For over 21 years they have explored Slovakia via guided tours. Helen, as a founder of The Slovak Heritage and Folklore Society International based in Rochester, New York, runs a genealogical research to help to find long-lost families. The quarterly issued newsletter, Slovakia, publicizes people, events of interest, courses, trips on travel to Slovakia. The issues include articles on biographies of most notable Slovak-Americans, on treasonable sites of Slovakia as for instance Spiš castle etc [4]. There are also efforts in the area of education to preserve Slovak language and culture in America. Centers of Slovak language and culture play an important role in the reconnection of immigrants with their native country. One of the most significant centers is the University of Pittsburgh. The Slovak studies program is lead there by Martin Votruba. The Slavic Department at the university has offered Slovak classes since 1960. Culture courses in Slovak film, immigration, history and literature attract 20 students each year, while around 10 usually enroll in elementary Slovak classes. In January 2011, a project Radio Slovakia USA has been launched offering radio program, organized by volunteers, to all Slovak and Czech immigrants in the USA. It is the first Slovak radio in the USA. The founders are Ingrid Gapa and her husband Marcel Gapa and Michal Salak who run the radio on voluntary basis [4].

## 5. Conclusion

Although many customs faded out due to high rate of marriage with people of different ethnicity or nationality and the sense of work after bread has been replaced by higher standard of living, Slovak descendants still call themselves Slovaks in many aspects throughout stories that their ancestors have created in the mills and the mines across the country. The stories link them back to their home country. The solidarity and a high sense of Slovak identity is remarkable and this should teach us a lesson on being proud of our history, traditions and our ancestors like nowadays Slovak Americans do. Although M. Blasko lives his life like an ordinary American citizen, he keeps the history of his Slovak family deep in his heart by saying, “ I believe in the importance of their story, I seek it and embrace it, because it is something that defines who I am and how I got here“[3].

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# The War on Terror Discourse: The Case of the Second Gulf War

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**Abstract.** This paper deals with the notion of discourse as manifested in political text and talk. The theoretical part elaborates the concept of political discourse with special focus on political speeches. Particular attention is also placed on Critical Discourse Analysis, which provides theoretical framework for the study. The subject of the analysis is the discourse of former British Prime Minister Tony Blair during the campaign for the invasion of Iraq in March 2003 and during the initial stages of the military operation itself.

**Keywords:** discourse, Critical Discourse Analysis, political discourse, persuasion.

## 1. Introduction

The events of 9/ 11 had tremendous political consequences for the world of international affairs. After terrorist attacks on the United States, there followed a series of overseas military operations mainly in the Middle East and also in Afghanistan. These operations were designed to fight the declared “War on Terror” and were executed by the United States and its allies. Great Britain was also a member of the US – led coalition - as a principal ally of the USA.

After 9/ 11 attacks, there also came into existence a new type of rhetoric, which was aimed at justification of these military actions. If leaders wanted to justify their actions and decisions in the public, they had to communicate their arguments in a clear, coherent and persuasive manner.

In this paper, I will present an analysis of selected fragments of discourse taken from the speeches by former British Prime Minister Tony Blair. The fragments from his speeches present examples of how discourse may be used and structured for purposes of persuasion. The article also presents theoretical framework for Critical Discourse Analysis.

## 2. Political Discourse

Language plays a vital role in the construction of ideological positions. No matter how politics is defined, it also involves a linguistic, discursive and communicative dimension. Generally, one of the main aims of the analysis of political discourse is to specify the ways in which particular choice of language is manipulated for specific political goals. Examples of political discourse can be analyzed almost on all levels of linguistics from lexis to pragmatics. Political discourse may contain covert as well as overt linguistic tools that serve for shaping of public opinion. On the syntactic level, for example, reversal of the word order can be used for stressing of certain information.

Chilton and Schäffner assume that the “task of political discourse is to relate the fine grain of linguistic behaviour to what we understand by “politics” or “political behaviour.” [1]

Within political discourse, the following genres may be distinguished: “parliamentary debates, laws, propaganda, slogans, peace negotiations, international treaties.” [2] In addition to the above mentioned genres, political speeches also present an essential component of political discourse.

Within political discourse, speeches given by politicians are a particularly important genre. As a genre of political discourse, political speech, according to Dedaić represents “relatively autonomous discourse produced orally by a politician in front of an audience, the purpose of which is primarily persuasion rather than information or entertainment.[...] The orator is speaking face to

face with his or her audience and deals with a controversial issue.” [3] Generally, the purpose of any political speech is to convince the audience that that his or her standpoints are correct and plausible.

Political speeches can be classified either by the occasion (commemorative, inaugural, etc.), by the speaker (political candidate, national leader) and by audience (TV, local national, international). [3]

Especially in the Western countries, speeches of the prime minister or the president (these include, e.g. inaugural addresses, war rhetoric, farewell addresses, state of the nation addresses, etc.) are prominent social and political events and preferred objects of linguistic analyses – it is because these speeches produce linguistic as well as sociopolitical ties with audiences.

As far as persuasion in political discourse is concerned, it is generally viewed as the primary aim of majority speeches to the public. In Dedaić’s view “persuasion is an attempt to change human behavior or to strengthen convictions or attitudes through communication. (...) The orator employs argument and rhetorical devices, such as evidence, lines of reasoning, and appeals that support the orator’s aims.” [3] In the case of the Iraqi conflict, the argument related to weapons of mass destruction was frequently employed, repeatedly stressed by Western leaders and it played an essential role in decisions about military involvement.

### 3. Critical Discourse Analysis

The theoretical framework for this study is situated within Critical Discourse Analysis. The roots of CDA go back to the 1970’s.

The main goal of Critical Discourse Analysis is to “analyse language and the functioning of language in its social context.” [4] The adjective “critical” is not used in a negative sense. Young and Fitzgerald claim that the term is used “to describe a way of looking at language *reflectively*, that is, asking why a speaker/writer has chosen certain words and structures, and not others.” [5]

Fairclough argues that “*Critical* is used in special sense of aiming to show up connections which may be hidden from people – such as the connections between language, power and ideology.” [6]

CDA sees context of language use as an essential component for any analysis. Furthermore, CDA encompasses and makes use of rhetoric, sociolinguistics and also pragmatics. CDA primarily explores issues associated with gender, racism, media discourses, etc. [3]

Van Dijk views CDA as “a type of discourse analytical research that primarily studies the way social power abuse, dominance and inequality are enacted, reproduced and resisted by text and talk in the social and political context.” [2]

During the last two decades, this approach has become very influential in the study of various discourses. CDA primarily focuses on the relationship between language and power, as well as on “the way discourse structures enact, confirm, legitimate, reproduce or challenge relations of power and dominance in society.” [2]

CDA is also specifically interested with how one group controls or influences another group through the form of content of text and talk.

According to Fairclough, CDA is based on the assumption that “language is an irreducible part of social life, dialectically interconnected with other elements of social life.” [6]

In general, it might be said that CDA views language as a form of social practice and attempts to make people aware of the influences of language and social structure of which they are usually unaware.

## **4. Analysis of Tony Blair's Discourse on Iraq**

### **4.1. General features of Tony Blair's rhetoric**

In this part of the paper, different recognitions and shifts of perception of "evil" in Tony Blair's view will be presented.

In general, the main feature that can be attributed to Tony Blair's rhetoric is that of "struggle between good and evil." In this bipolar division, Blair is frequently typified as an agent of "good" involved in the struggle against "evil." [7]

In the following, changes in Blair's perception of the notion of evil throughout different periods of time will be discussed, drawing mainly on the work by Charteris – Black [7].

Before 9/11, it was mainly social injustice and its roots that Blair considered "evil." This is manifested in his speech from September 2000:

- (1) "Crime, anti-social behaviour, racial intolerance, drug abuse, destroy families and communities. They destroy the very respect for others on which society is founded. They blight the life chances of thousands of young people and the quality of life of millions more. Fail to confront this evil and we will never build a Britain where everyone can succeed." (Tony Blair, September 26, 2000) [8, par. 49 - 50]

The following year, Blair changed the subject of the embodiment of evil - at that time, the focus was placed on terrorism. He stated:

- (2) "This mass terrorism is the new evil in our world today. It is perpetrated by fanatics who are utterly indifferent to the sanctity of human life and we, the democracies of this world, are going to have to come together to fight it together and eradicate this evil completely from our world." (Tony Blair, September 11, 2001) [9, par. 2]

In 2003, during the campaign for the military operation in Iraq, it was Saddam Hussein who was perceived as "evil." Tony Blair's proclamation is as follows:

- (3) "Looking back over 12 years, we have been victims of our own desire to placate the implacable, to persuade towards reason the utterly unreasonable, to hope that there was some genuine intent to do good in a regime whose mind is in fact evil." (Tony Blair, March 18, 2003) [10, par. 9]

### **4.2. Tony Blair's Discourse during the campaign for the Iraq War in 2003**

The focus of this part of the paper will be placed on Tony Blair's rhetoric during the campaign for the invasion of Iraq and during the initial stages of invasion in March 2003.

For the purpose of the analysis, short fragments of his speeches from this period were selected. The aim of this selection is to demonstrate some basic tools of Critical Discourse Analysis, namely presupposition and usage of pronouns.

Ponton [11] considers presupposition and usage of pronouns as basic tools for Critical Discourse Analysis. Presupposition is defined by Yule [12] as "something the initiator of communication assumes to be the case prior to making utterances."

In the following excerpt, Tony Blair, without any justification, claims that Saddam Hussein's possession of weapons of mass destruction is implicit:

- (4) "Our aim is to disarm Saddam of his weapons of mass destruction." [13]

Such statements, although unjustified, may be perceived as veritable in the public. However, Ponton suggests that “in the case of Iraq, an invasion was necessary to demonstrate that Blair’s presupposition was false.” [11] Nonetheless, it might be stated that the presupposition employed by Tony Blair achieved its primary function associated with legitimization of military action.

As far as the usage of pronouns in discourse is concerned, Fairclough [14] distinguishes between the so called inclusive and exclusive *we*. He provides the following examples taken from a *Daily Mail* editorial: “We cannot let our troops lose their edge below decks while Argentine diplomats play blind man’s bluff round the corridors of the United Nations.” Fairclough argues that by employing “inclusive” *we*, “the newspaper is speaking on behalf of itself, its readers, and indeed all British citizens.” On the other hand, “exclusive” *we* “refers to the writer (or speaker) plus one or more others, but does not include the addressee (s).”

Similar use of *we* can be found in Tony Blair’s discourse on Iraq:

- (5) (...) Once again he refused. The choice the international community then faced was to disarm Saddam by force and oust his regime or to back down and to leave Saddam hugely strengthened to attack or intimidate his neighbours and to pass on these weapons to terrorist groups. I believe that history will judge that we made the right choice. (Tony Blair, March 30, 2003) quoted in [11]

In this fragment, Tony Blair directly implies that “the international community” was facing a choice. Towards the end of his proclamation, he states that “we made the right choice.” However, as aptly noted by Ponton, “the choice to disarm Saddam and oust his regime was not taken by the international community at all, but by Britain and the United States.” [11] These two countries did not take into account opinions of other important world powers. Ponton goes on to argue about the logic behind Blair’s usage of pronoun by claiming that “Blair has used rhetorical ‘sleight of hand’ to smooth over conflicting opinions within the international coalition; and, by constructing a rhetorical front of international unity behind his favoured policy, make the military option more persuasive to his current listeners.” [11]

## 5. Conclusion

This paper has presented a brief overview of interplay between language and politics. Starting with the concept of political discourse as such, continuing with description of the main features of political speeches, and introducing the framework of Critical Discourse Analysis, the paper has also presented an attempt how to explore discursive properties of political speeches. The fragments from the speeches of former British Prime Minister Tony Blair’s speeches have illustrated how leaders communicate their political aims.

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## German as a Second language for Reading Texts for Specific Purposes

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**Abstract.** Reading is a great source of receiving and changing information. The German language uses the same strategies, means and tasks for this activity as other foreign languages. The goal is to teach students to choose an appropriate text, understand it, grasp the essential message, and express author's ideas in their own words.

**Keywords:** cognitive process, active reader, reading comprehension, authentic materials, scanning, skimming, prereading activities, postreading activities, first reading, second reading, adequate text, reading material selection, SQ3R formula.

### 1. Introduction

Reading is one of four communication cognitive processes, which are listening, speaking, reading, and writing. The skills have been divided by some of methodologists to passive and active. In general, reading has been regarded as a typical passive activity because no messages are produced in the same way as they were produced by a speaker or writer. Present researchers who focus on reading skills point out that reading as a process implies an active reader using his background knowledge and skills to recreate the writer's intended meaning. [Perfetti 1984].

Second language students use patterns from their mother tongue linguistic system for their studies. The communicative process in all language skills is a **conversion process**. Participants either convert the received oral or written message into a thought, or they convert their own thoughts, while speaking or writing, into the language.

The language teachers at the technical universities have to set a goal **to teach** students to read and understand a lot of materials. They can use all types of written texts from advertisements to professional literature. The second language students usually use their background theoretical and practical knowledge for reading comprehension.

Language classrooms are an artificial and unreal world for using a second language. Therefore language teachers should apply **authentic materials for authentic purposes**. In this case that means using professional materials from different fields. Readers in real situations read what they need or want to, they make their choice.

The main role in preparing materials is played by a language teacher. He knows what texts to choose, for whom, why and how to choose and prepare them. He acts as a mediator between the text and learner-reader. He creates an effective successful strategy. He designs tasks for textual analysis, and examination of a text. [Dubin, Olshtain 1996]

The approach of the authors and teachers how to teach reading to students depends on their functional definition of learning, language, and reading. Many of them are concentrated on vocabulary, grammar, and translation. **Typical traditional scenario** can be described as follows: reading aloud, when the teacher corrects mistakes in pronunciation. The result is that students do not concentrate on understanding of the meaning. A lot of them have a great problem with pronunciation of new words, especially compounds, which can be very long in some languages, e.g. in German. The result is that students are not able to answer questions given in the text. Their attention is focused on different language components. This approach meets the goal to read the text

but the author's message has not been comprehended. There are also other approaches whose result is the same – **lack of understanding of the text.**

In the real world the reader makes his personal choice, he spends a great deal of his time **scanning** potential reading material. For professionals, the choice is reduced to their field. In language classrooms scanning is done by a teacher. Scanning serves the important purpose of giving the reader a hint of the content. [Williams, 1983]

When the reader has decided for the article, he investigates the content further. He may proceed in a variety of ways. He **skims** the whole text or only some paragraphs for his initial information, especially when the material is complicated. He looks at charts, tables, figures, photos. He reads an abstract and concentrates on key words. If he decides to continue reading he reads slowly and intensively. He can comprehend without concentrating on every word and he can take the same approaches in the second language as in the native language.

Only a well prepared reader can get and take advantage of the information and can choose the latest.

In the modern independent world, courses in which the purpose of reading should be to learn a language, cannot be supported. The main task to teach reading at the technical universities is to prepare students for real professional situations. The language students do not have to have all the knowledge of vocabulary and grammar to comprehend a major portion of the text and to recreate the author's meaning. At present the language teacher's role is to teach them to optimize all of four language skills on higher level of proficiency than in the past.

There are a lot of authors [Tierney, 1985, Loew 1984, Krashen 1983, Wolf, 2009] who offer recommendations, practical suggestions, strategies, solving problems for teaching reading skill. All of them encourage teachers to tolerate ambiguity in vocabulary and grammatical mistakes, to stop dwelling on isolated words, often not vital to comprehension, looking them up in a dictionary, to skip unknown words, to help students to find prior knowledge of a topic or text, to use contextual clues, to guess general meaning, etc.

After choosing suitable and adequate material for reading (scanning, skimming) the language teacher divides a lesson into three phases. Prereading activities, reading text, and postreading tasks. **Prereading activities** motivate students to read. They prepare them to participate better and with greater satisfaction on the work with the text material. The students get the main information about the author, type of the text (theoretical or practical), they may guess the main idea from the headline, and have an idea of vocabulary which will be used. The students may create their own predictions and expectations. This process of guessing, confirming or rejecting, reformulation, and comprehension continues until they grasp the idea. In this stage the students have an opportunity to demonstrate their practical abilities **to speak in the second language.**

Every material has to be read twice, at least. Effective reading incorporates **the first and the second reading.** **During the first,** the students focus on key words and relevant information from the text, they underline them, confirm or reject their predictions and expectations. Readers are encouraged not to use dictionary in order not to rely on word-by word reading. The imaginative and creative teachers offer students constructive and supporting techniques. They are monitoring comprehension, teaching how to find the correct structure of the text, utilizing SQ3R formula (survey, question, read, review, recite) [Robinson 1961].

**During the second reading** the teacher and the students should try to clarify the meaning of any unclear passages and their relationship to the author's overall message. Ringler and Weber [1997] divide post-reading activities into two basic categories: those in which students recall information from the text or react to it and those designed to develop greater communicative fluency in four language skills.

The goal of **postreading activities** is to examine how the students have comprehended the author's message and to make them paraphrase actively the content relevant information. Teachers use cloze tests, identifying key ideas, comparing technical differences, giving questions, investigating student's opinions, summarizing the text. To write the abstract and retell a content of

the material in their own words are the final activities and are also an irrefutable proof that the readers understand the text well.

**Selection** of appropriate **reading materials** is a crucial component in the establishment of a productive reading program [Chastian 1999]. The teachers at the technical universities should be well oriented in the fields which their students study. To choose adequate authentic materials, which will be interested for them, is a specific goal. They have to take into consideration the level of the language, specific expectations of students (from common objective to specific career goals), and the second language, too. Although, in reading teachers do not place emphasis on grammar, morphological and syntax level should be proportional to students' previous knowledge. The same goes for the lexis. Sometimes the meaning itself can lead to the difficulties in reading. The researcher [Wolf, 2008] suggests preventing the problem by interior differentiation of the material. The next view [Leisen 2009] recommends to adapt the text to the reader or to adapt the reader to the text. The first situation offers the students reduction of understanding and the second is the strategy for improving the reading comprehension.

Language teachers usually prefer shorter passages or texts. They do not want to overload the students. But there is a general rule, the first page/pages of a reading seem to be most difficult for students to comprehend. When they become acquainted with the author's grammar and vocabulary, they can read with greater fluency and understanding. Therefore, a longer text is an appropriate medium and a significant motivator for easier reading and for increasing reading speed.

The language teacher should ask the students to read more portions of the text for homework. Then they can choose individual pace of reading concentrate on meaning, main ideas, specific details important for them without the use of a dictionary. Homework reading leads to independent reading for specific purposes.

The part of our paper is a reduced extract of an adapted special text and tasks. The goal is to present how to motivate and teach the students to read specific materials. The text is adapted from the German journal *Der Eisenbahn Ingenieur* 11/09 by the author of the paper. The tasks are reduced too.

## **2. Conclusion**

Reading is a process involving three language skills (writing, speaking, listening) which activate relevant knowledge to take part in an exchange of information from an author to a recipient. All activities are focused on comprehension at the right time and for the right purposes.

### **Aktive und passive Sicherheit der Eisenbahn heute und morgen**

#### **Forschungsprojekte der Technischen Universität Berlin zu Fragen der technischen Sicherheit im Güterverkehr**

**Prof. Dr. -Ing. Markus Hecht, Dipl. -Ing. Doris Luther**

**1.** Die Prioritätenliste im Eisenbahnverkehr beinhaltet die Punkte Sicherheit, Zuverlässigkeit und Wirtschaftlichkeit. Diese drei Eckpfeiler lassen sich nicht getrennt voneinander betrachten. Das Erreichen der hohen Zuverlässigkeit beinhaltet kostenintensive Massnahmen wie z.B. Monitoringsysteme oder Überdimensionierung von Bauteilen. Im Falle der Sicherheit treten neben den Ausfallkosten noch die Kosten für einen entstandenen Schaden auch an dritten auf. Sicherheit bei der Eisenbahn ist also kein Luxus, sondern eine Grundvoraussetzung für einen wirtschaftlichen Betrieb.

**2.** Die EN 50126 definiert den Begriff Sicherheit mit dem Nichtvorhandensein eines unzulässigen Schadenrisikos. Ein Risiko beinhaltet die Wahrscheinlichkeit des Auftretens einer Gefahr, die einen

Schaden verursacht, sowie den Schweregrad eines Schadens. Die Definition der Zuverlässigkeit beinhaltet die Wahrscheinlichkeit dafür, dass eine Einheit ihre geforderte Funktion unter gegebenen Bedingungen erfüllen kann. Hier steht die Wirtschaftlichkeit im Vordergrund. Da die Kosten für eine Erhöhung der Zuverlässigkeit des Systems Eisenbahn enorm steigen, ist es nicht immer die wirtschaftlichste Variante, die Sicherheit über eine noch höhere Zuverlässigkeit aller sicherheitsrelevanter Subsysteme zu vergrößern.

3. Zur Bewertung des Nutzens einer dem Sicherheitsgewinn dienlichen Massnahme, wird die sog. Risikoprioritätszahl verwendet. Für Eisenbahnen charakteristisch ist sehr geringe Eintretenswahrscheinlichkeit oder geringe Häufigkeit von Unfällen. Mit steigender Zuverlässigkeit der Detektion sinkt die Unfallhäufigkeit. Es gibt unterschiedliche Systeme von Detektion an Schienenfahrzeugen. Im Personenverkehr werden kontinuierlich überwachende Monitoringsysteme eingesetzt. Beim Güterverkehr wird auf herkömmliche Sichtprüfung durch Wagenmeister oder Lokführer im Rahmen der betrieblichen Anweisungen zurückgegriffen.

4. Sicherheitsmassnahmen werden eingeteilt in „aktive“ und „passive“ Sicherheit. Unter aktiver Sicherheit versteht man alle Massnahmen, die Unfälle vermeiden, wie sorgfältige Fahrplangestaltung ohne Kollisionen. Aktive Sicherheitselemente sind: Leit- und Sicherungstechnik, Druckluftbremse und Bremsprobe, Wartungs- und Revisionsvorgänge, fahrzeugtechnische Untersuchung, Monitoringssysteme für sicherheitsrelevante Bauteile. Unter passiver Sicherheit sind alle Massnahmen zu verstehen, die bei Eintreten eines Unfalls die Folgen für Personen und Umwelt mindern. Die Elemente der passiven Sicherheit betreffen immer die Reduktion des Schadensausmasses. Sie werden durch folgende Systeme umgesetzt: Einbau von zusätzlichen Deformationselementen und Crashpuffern mit integrierten Energieverzehrelementen, geeignete Fahrgastraumgestaltung, Einbau von elektronischen oder pneumatischen Entgleisungsdetektoren. Nur durch die Kombination von aktiven und passiven Massnahmen kann die beste Effizienz erreicht werden.

5. Die Autoren sind bezüglich des Crashverhaltens von vier Szenarien ausgegangen. Szenario 1 beinhaltet die Frontalkollision eines gleichen Fahrzeugs mit 36 km/h Differenzgeschwindigkeit. Szenario 2 ist der Aufprall des Fahrzeugs auf einen 80 t schweren Güterwagen mit Puffern der Kategorie A. Szenario 3 ist eine Bahnübergangskollision, Szenario 4 Wegräumen eines Hindernisses ohne Entgleisung.

6. Der Zuwachs von Eisenbahnunfällen ist nicht akzeptabel und deshalb werden für die aktive und passive Sicherheit im Personen- und Güterverkehr neue Systeme entwickelt. Es ist eine verbreitete Anzahl von Monitoringsystemen im Einsatz. Geeignete Onboardmonitoringsysteme bieten hier das Potenzial, zu wesentlich geringeren Kosten eine kleinere Risikoprioritätszahl zu erreichen.

## **Vortextübungen**

### **Sprechen Sie folgende Komposita richtig aus.**

Eisenbahnverkehr, Monitoringsystem, Überdimensionierung, Wahrscheinlichkeit, Wirtschaftlichkeit, Schienenfahrzeuge, Fahrplangestaltung, Fahrgastraumgestaltung

### **Zum Wortschatz**

Welche Wörter aus dem Bereich der Verkehrssicherheit kennen Sie?

### **Erklären Sie Begriffe aus der Überschrift: Sicherheit, aktive Sicherheit, passive Sicherheit.**

**Wird der Text einen praktischen oder einen theoretischen Charakter haben? Erschliessen Sie es aus den Autorenangaben.**

### **Erstes lesen zur orientierung im Text**

Was haben Sie sich nach dem ersten Lesen gemerkt, ohne die unbekanntenen Wörter im Lexikon nachzuschlagen?

### **Posttextübungen**

#### **Bilden Sie Passivformen von den Verben in Klammern.**

1. Zur Bewertung des Nutzens einer dem Sicherheitsgewinn dienlichen Massnahme, \_\_\_\_\_ die sog. Risikoprioritätszahl \_\_\_\_\_. ( verwenden)
2. Sicherheitsmassnahmen \_\_\_\_\_ in aktive und passive Sicherheit \_\_\_\_\_. ( einteilen)

#### **Unterstreichen Sie im Text die Schlüsselwörter.**

#### **Bestimmen Sie welche der folgenden Aussagen „richtig“, welche „falsch“ sind. Die falschen Aussagen korrigieren Sie.**

1. Da nicht genügend finanzielle Mittel zur Verfügung stehen, wird nur auf die aktive Sicherheit geachtet.
2. Je höher die Fahrgeschwindigkeit der Züge ist, desto höheren Schadenausmass gibt es.
3. Grundlegende Priorität beim Betrieb im Eisenbahnverkehr sind Sicherheit, Zuverlässigkeit und Wirtschaftlichkeit, die aber unabhängig voneinander untersucht werden.

#### **Nennen Sie einige aktive und passive Sicherheitsmittel.**

#### **Beantworten Sie mit eigenen Wörtern folgende Fragen.**

1. Welche Kosten ausser der Ausfallkosten kommen im Falle der Sicherheit noch dazu?
2. Was ist charakteristisch für Eisenbahnen?
3. Wie prüft man im Güterverkehr auf die Sicherheit?

#### **Diskutieren Sie in einer Runde die Sicherheit des Verkehrs im Allgemeinen.**

#### **Schreiben Sie einen Abstrakt zum Text.**

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## Music departments of public libraries in a modern knowledge society

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**Abstract.** The foundation of music departments in the libraries was in its time a significant step in disseminating of information and music awareness in Slovakia. However in terms of new knowledge-based society it remained neglected and in present the required quality standards for concerned people of sound recordings in libraries are not secured. There is necessary to define a new mission, content and method of services providing by using the latest knowledge of marketing and management theory. The vision is to propose a new, modern concept of music departments to offer comprehensive services with the support of the Internet as well created contact centers. The aim is to confirm the role of library and music departments especially by providing services on new qualitative and technological level with reasonable operating costs to their customers - the readers and listeners.

**Keywords:** libraries, knowledge society, services, marketing tools, management theory

### 1. Introduction

The explosion of new technological developments in the period of the last century allows recording the music to the audio media. This new dimension causes the development of libraries, whose role was and is to expand the availability of books. At the same time were founded music departments with a mission to make more easy the accessibility the audiovisual works. In nowadays is necessary to think about an unflattering situation, when the music departments recorded a sharp fall number of visitors due to various reasons.

The aim of the paper is to assess the current status and role of music departments in modern knowledge society. Theory of marketing and management offers wide possibilities to achieve the desired goal. There is necessary to understand the services provided in this cultural sphere through the eyes of end users and the value of benefits, so the quality level of service. The only criterion for evaluation must be the customer satisfaction. In this field is not typical to talk about customers. It is necessary to realize that actually library visitors, whether readers or listeners of music departments are in terms of marketing customers.

### 2. Development and mission of music departments

The huge expansion of libraries seems in the early 20th century. In the second half of the century, in the period of socialism were developed so called peoples library. It fulfills an important mission for the effective mass socialist education as a science and technology development. The primary mission of public libraries is in according to the Slovak national libraries law no. 183/2000 to "ensure free access to information distributed to all media, to help meet the cultural, informational, scientific and educational needs, promote lifelong learning and spiritual development". The library is initially associated with information stored in books. In the second half of last century, is an integral part of Slovak libraries have also become so music department. The role of music department is to provide specific information and knowledge of music, but especially to make work audiálne audience.

In the context of globalization and integrating Europe was necessary to define the mission of libraries. Report on the Green Paper on the role of libraries in the modern world of 1998, prepared by the European Parliament Committee on Culture, Youth, Education and media [4] sees libraries as cultural institutions in the broadest sense, emphasizing that the information society will accept their general profile and considers them an important part of the information superhighway, which travels to knowledge and culture. It is noteworthy that the report places primary emphasis on the cultural work of libraries and calls for increased budgets for cultural programs. Culture here is seen as an important source of intellectual activity, thinking that gives a deeper dimension. In this context the report highlights in particular the following areas of action libraries:

- ensure the access to knowledge's
- mediation of knowledge and culture
- support education
- preservation of cultural heritage and its transmission to future generations
- maintain vitality own language, literature and culture of the population
- ensuring contact with other cultures.

In the context of the mission of libraries and music departments perform tasks related to the audiovisual media and is currently providing these services in particular:

- individual listening presence of gramophone records (LP-s), audio tapes and CDs
- lending of sound recordings and books on the tapes for the blind and partially sighted
- organization of concerts using the gramophone records - collective listening for primary
- secondary and vocational schools
- lending books and magazines with music focus
- provide various information from the field of music.

Music departments overcome many changes from its foundation. The initial rapid rise was replaced by a gradual decline and cancellation of many music departments. There are different reasons. Rapid technological development and the consequent fall in prices were the main cause of the gradual disappearance of several music departments. Libraries were forced the music departments to incorporate into other, somehow related departments, or even cancel departments. In Slovakia were canceled about 30 self-existent music departments. Currently there are 10 music departments, which every year survives with problems. The current state of the music departments in Slovakia can be summarized as follows:

- huge reduction in number of visitors is caused by the development of electronics and the Internet, as well information about music and musical works themselves become disproportionately more available
- existing legislation don't allow development of the music libraries because of the prohibition of lending of audiovisual works
- outdated audio and audiovisual library fund can't satisfy demands and requirements of potential visitors of music departments, it is done by financing model for libraries and an acute shortage of finance for the purchase of acquisitions
- music departments in today's terms, structure and form have no future, in addition the libraries in cities, where is established a primary, secondary and higher music education,
- In many cases, musical activities of department consist only of providing services to blind and partially sighted
- some musicians librarians, who actually represent the first contact with a customer (listener) are often apathetic and show disinterest when are they task by other work out of the music department
- functioning and development of the music department often depends on human factor, the particular personal passion of employee, they often are initiative and sometimes even encourage activities at their own expense.

### 3. Marketing tools for development of music departments

Prerequisite for substantial changes to revive of music department is analysing the current situation, the underlying problems and determine the existence of concepts and priorities of these departments. The expansion of ICT at the end of last century brings in terms of libraries, two new phenomena:

- digitization of information
- accessing information through the network.

Digital information created competition for books on internet network or on the new media CD, DVD and so on. Instead of text information is preferred visual information. At the same time is changed the law.

Definition of the present state and development possibilities of music departments as well libraries is needed to do with using the tools of marketing and management. Consequently, it is possible the application of this knowledge to set a new possibilities of a new idea, contents and forms of existence of these institutions, as well as the actual development strategy with emphasis on the final customer. The term of marketing, so familiar in the business environment, without the knowledge and use its principles to a business entity could hardly be successful in the market begins to gradually become more strongly resonate in the field of library and information services. [1]

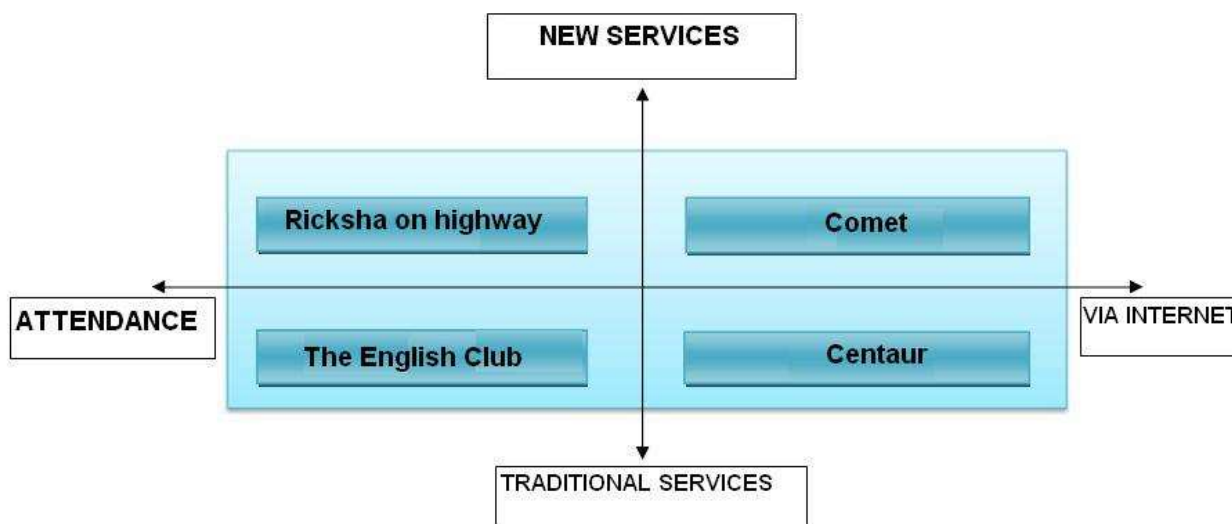
The globalization of world society leads to the formation of a new content and a new marketing strategy. Development of electronic marketing (Internet) and focus on the creation of new values needs and markets, are characteristics of global marketing. Globalization leads not only to the emergence of new marketing, but also to the transformation of whole society. [2]

For the libraries in terms of the new global knowledge-based society is need to define strategy and vision of their mission. There is necessary to ask what a library is and what value it can offer?

For the evaluation of development strategies in marketing often uses a matrix of growth and market share, BCG (Boston Consulting Group). It represents two-dimension for evaluation the subject in the market - market growth and market share in two versions - low and high level. In this two-dimensional matrix formed four quadrants named stars, question marks, cash cows and dogs, each of which represents a particular group of products.

Author proposed a scenarios matrix for the purposes of assessing the level of services in the libraries as well development music departments in libraries. There is a wider application of Boston matrix using scenario techniques in the cultural sector. The names of quadrants in the matrix have been renamed. The scenarios are named English club, Rickshaw on the highway, Comet and Centaur. The rated dimensions were chosen:

- way of providing library services (presence, through the Internet network)
- kind of services (traditional, new).



**Fig. 1.** Scenarios for future development [3]

#### Scenario 1: Rickshaw on highway

Name of the scenario points to the unused potential. Although library will provide new services but only attendance way. On the one hand, the library passed the one hundred percent letter of the law; on the other hand, there remains an unanswered question, "Why go to the music department at the library when I get the same convenient way?"

#### Scenario 2: The English Club

This scenario recalls the English "back to the basics" - return to traditional values best, in the case of libraries is to return to the book. The library will provide services only as traditional face to face manner. For this type library already exists and slightly derogatory name - stone library. To the Stone Library will walk like an English club, only selected visitors.

#### Scenario 3: Centaur

Scenario "Centaur" is the opposite of rickshaws on the highway. While the rickshaw is like a brake, a centaur is an attempt to provide traditional services over the network, what is practically possible only in a very limited extent.

#### Scenario 4: Comet

The comet is possible characterize by two factors: all are amazed by the splendor of its tail and the admiration for it has a short duration. Library - Comet will provide new services over the network, so it will be a multimedia digital library.

Here, in addition to legislation, the problem is that libraries enter into competition with the commercial sector. It can be noted that currently are music departments operates the according scenario "English club". The music departments have early ambitions to be something new, modern, that kind of a comet, but the era of the Internet brings them to the level "Rickshaw on the highway." Common aim of music librarians should be the music departments once again shined, like a comet.

The current model of music departments is unsustainable given the scope and quality of services, financing for development and number of visitor's development.

There are two possible paths of development - as it will go to maintain the current state depending on the approach the librarians, or have a new comprehensive and systematic approach that is coordinated and financially supported. It is necessary to redefine the mission, content and funding of library services and create offer of new services with the benefits of using the Internet.

On the basis of future development scenarios can be defined as the following conditions:

- music department can not mechanically copy the technological trends
- the condition of success is type of provided added value
- solution will not be one of the above scenarios, but theirs hybrid
- nowadays password is convergence - the libraries would naturally be able to converge to education: the library can take over some functions of school.

Comprehensive solution could be to creation of information portal or process portal that would provide the maximum extent of the library activities over internet. Especially the services of music department can be largely provided through the Internet. Central portal for registered readers would be able to search and listen to selected audio recordings. The condition is an amendment of the Copyright Act in Slovakia, which would allow listening to recordings over the Internet. Portal operators should become the National Library Centre.

In addition to services provided over the Internet is also necessary to establish contact music department at selected venues, where visitors could personally consult the issue of the music field. In these points should worked contact staff with musical education.

This department could be equipped with adequately quality equipment for listening to music, book musical literature, but also musical instruments.

Additional services in re-equipped new 'stone' music departments will be:

- cooperation with schools to promote teaching of music education, music seminars sample music lessons, develop a functional system of cooperation with the music departments of educational institutions such as kindergartens, primary schools and basic schools of art included
- educational organization of popular bands of music education for the public
- music therapy. For the current period is characterized by setting attention to alternative methods, particularly in the field of medicine. Libraries and their music departments could become some therapeutic center, where could be applied music therapy activities. This model would require workers with the appropriate type of education
- orientation of the music departments at the web environment, support in finding sound recordings
- support for other types of art.

## **4. Conclusion**

The current state of operation of the music department of libraries in Slovakia is unsustainable. The biggest reason is the development of the Internet and easy availability of information not only text but also audible. In the competitive surroundings the marketing skills and knowledge of methods of PR services appear to be an advantage and they should be taken as a challenge to improve the work, to achieve higher efficiency and better social assessment of the activities. For the libraries is it often a matter of survival.

Provision of these services should be evaluated in terms of target customer, which is the reader respectively listener. Adjusted Boston matrix designed by the author presents a potential strategic vision of mission and operation of these departments depending on the evaluation dimension of the providing services divided to traditional and new respectively. In attendance and via the Internet. At

the same time were outlined the possibilities of new forms of functioning of these departments, which perform an indispensable role in the cultural field of education and knowledge transfer in the music field.

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## A Reflection of Modern Nihilism in Berdyaev's Philosophy

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**Abstract.** The contribution deals with the consequences of modern nihilism with regard to the socio-political sphere of the 20<sup>th</sup> century. The aim of the contribution is to clarify the interconnection between nihilism and historic reality of modern autocratic regimes from the perspective of Berdyaev's philosophy. The ideas of Friedrich Nietzsche illustrate the roots of philosophical inspiration of N. A. Berdyaev. The paper emphasises the need to face the destructive potential of modern nihilism.

**Keywords:** Nihilism, Berdyaev, Nietzsche, modernity, sciences, totalitarian regime, morality, moral values.

### 1. Introduction

“*God is dead*” - the provocative sentence written by Friedrich Nietzsche in his work *The Joyous Wisdom* in the 19<sup>th</sup> century, obviously known and re-interpreted, often misunderstood and misused, became a prognosis of the forthcoming era. The simple three-word sentence, stated as a historic event, shows in fact a deep insight of its author into the cultural atmosphere of that time. Yet it was only a metaphor brightly summarizing the looming novelty, the consequences of that “event” seem to be tangible and verifiable. The prophecy-like statement is a reflection of nihilism which has overwhelmed the modern culture and society and has been accompanied by gradual decline in veneration and respect for the established social codes. Even though the nihilistic tendencies have always been a part of the Western philosophy, Nietzsche speaks about an essential change on the horizon - the dawn of nihilistic era:

“*What I relate is the history of the next two centuries. I describe what is coming, what can no longer come differently: the advent of nihilism. This history can be related even now; for necessity itself is at work here. This future speaks even now in a hundred signs, this destiny announces itself everywhere; for this music of the future all ears are cocked even now.*” [14]

Nietzsche concentrates on the ethical nihilism which has sprung from the absence of moral guarantee formerly represented by God. As written by Dostoyevsky: if God does not exist, anything is permitted. Subsequently, the traditional values such as *Beauty, Truth, Love* or *Justice* seem to be too abstract and unsubstantial, from the perspective of their semantic meaning undefinable and ambiguous: “*What does nihilism mean? That the highest values devalue themselves.*” [14]

### 2. Dawn of Nihilism

The attempt to provide sustainable definitions of traditional values is far beyond the demarcation line of scientific capabilities and thus generally perceived as the odd one. This is “*the nihilistic consequence of contemporary natural science.*” [14]

Scepticism and relativism together with nihilism signify the specific attributes of the present-day spiritual background. The very substance of the world is doubted and looking at the historical context this means not only the rejection of philosophical systems providing a more or less adequate explanation of the world, but also the spurning of traditional metaphysical concept forming the major culture. This is followed by the disintegration of time-honoured image of God as the

omnipotent creator and decisive element in our lives. Consequently, doubts penetrate all the levels of human life and “things” with firmly defined status become the subjects of multi-perspective criticism. Nietzsche anticipated this in the following questions:

*“What did we do when we unchained the earth from its sun? Whither is it moving now? Whither are we moving now? Away from all suns? Are we not perpetually falling? Backward, sideward, forward, in all directions? Is there any up or down left? Are we not straying as through an infinite nothing? Do we not feel the breath of empty space? Has it not become colder? Is it not more and more night coming on all the time?”* [13]

The nihilistic tendencies have undeniably malformed the traditional cultural framework of the West built on the Christian beliefs and imperatives of the Church. The question is how intensive and determining the influence of nihilism has been and what particular spheres have been marked the most. From among many philosophers who tried to answer this question, one has an exceptional position - Nikolai Alexandrovich Berdyaev.

### **3. Berdyaev on the Ethical and Social Motives of Traditional Russian Nihilism**

Berdyaev, the Christian personalist inspired by Friedrich Nietzsche, analyzed the problem of Russian nihilism and tried to elucidate its socio-political consequences. His philosophical standpoint allowed him not only to track the nihilistic corollary, but also to sketch the way how to fight against the destructive potential of nihilism. Berdyaev’s philosophy, so similar to the French existentialism of Sartre and Camus regarding the themes and so different from their pessimism, is an inspiring source of socio-philosophical thoughts explaining the nature and implications of nihilism.

Berdyaev denotes nihilism as the main sign of Russian Orthodox religiosity. According to him it is a hereditary element in Russia successfully passing through generations due to its social motivation and religious intentions. It is an ancestral phenomenon demonstrating protest of man against suffering in the world: *“It is a revolt against the injustices of history, against false civilization; it is a demand that history shall come to an end, and a new life, outside or above history, begin.”* [3] Summarizing these words, the nihilism is the expression of moral attitude toward God, the Creator of the universe. Although Berdyaev deals mainly with the socio-cultural context of his fatherland, the inspiration of this kind of nihilism may be generalized as a drive to revolt against the established order and unjust authorities as a rule. Above all, the social and ethical approach of nihilism has been tracked in all kinds of revolutions. Therefore we may call nihilism attacking wrongful social, political or economic conditions of people and blaming God for them as traditional one:

*“This nihilism ... is not something by chance individual, connected with personal events in his life, this is a worldwide fact, a fact, lodged within the religious consciousness of historical Orthodoxy.”* [2]

The traditional nihilism, although not explicitly defined by Berdyaev, lacks the epistemological roots of the one arising from modernity. However, many types of nihilism may form the traditional one the epistemological dimension of modern nihilism is tightly connected with the sceptical character of modern science. Accordingly, the social and ethical motivation of traditional nihilism makes it similar to the stubborn rejection of something very disliked, yet its substantiality is not negated or doubted. This means that traditional nihilism is beyond the reach of scepticism, agnosticism or solipsism. The traditional nihilism is about nihilizing of God-man relationship for the badness of the world and stands on the indictment of God: *“a nihilistic attitude towards man and the world on the soil of the religious attitude towards God.”* [2] Traditional nihilism is heretical, not sceptical.

This type of nihilism is the one of Ivan Karamazov in Dostoyevsky’s novel *The Brothers Karamazov* and the same as Camus’ metaphysical rebellion:



*“Metaphysical rebellion is a claim, motivated by the concept of a complete unity, against the suffering of life and death and a protest against the human condition both for its incompleteness, thanks to death, and its wastefulness, thanks to evil. If a mass death sentence defines the human condition, then rebellion, in one sense, is its contemporary. ... The metaphysical rebel is therefore not definitely an atheist, as one might think him, but he is inevitably a blasphemer. Quite simply, he blasphemes primarily in the name of order, denouncing God as the father of death and as the supreme outrage.” [9]*

#### **4. Modern Nihilism and its Consequences**

According to Berdyaev, in the 19<sup>th</sup> century the moral attitude of traditional Russian nihilism underwent a significant change caused by the newly popularized science. The nihilism transformed its religious discourse into the theoretical and the new type of nihilism was born - the intellectual one. [6] Sciences were expected to solve the problems of desperate human existence and were perceived as democratic, in spite of philosophy, which was blamed for aristocratic elitist decadence. [7] This prioritization brought the epistemological categorization and scientific methodology also into the concepts of traditional values. Berdyaev provides a simplified illustration of this turning-point when he describes how the scientists declared that human soul did not exist as no evidence of its existence had been found during an autopsy. [7] The materialistic orientation was a side-effect of this scientification and became a dominant attribute of the intellectual elite in Russia in the 1860's. This was due to a desire to create a better world for man with the means of man. Science was to be the tool for perceptible improvement and reconstruction.

Berdyaev emphasizes one distinctive element between modern nihilism of the West and the one in Russia - scepticism. According to his definition the inclination to doubt the accepted opinions and question the validity of our knowledge is a unique phenomenon of the West. [6] Scepticism is also the main motivation for the modern Western nihilism and atheism. However, the modern Russian nihilism preserves religious inspiration as a justification of its claims. Consequently, the way of thinking in Russia remains rebellious-like, socially-oriented and adamant, transferring the modern nihilism into the socio-political sphere.

The requirement of *novus ordo seclorum* was enhanced by the concept of rebellion in traditional nihilism, the trend of political economics and self-confidence built on the expected potentialities of sciences. The last two represented the seal of modernity, but combined with traditional nihilistic tendencies converted into a type of new dogmatic theology. [6] According to Berdyaev the creation of dogmatic theology is the obvious consequence of man's enslavement by the idea of perfect world. [5] He focused mainly on the 20<sup>th</sup> century and pointed to several transformed forms of religious totem illustrating this enslavement - sovereign nation, sovereign class, sovereign race. [5] All of them became sacred symbols of modern totalitarianism - *“having unmasked the old idols, the new century then creates new idols.”* [1] The “religious unmistakness” is considered to be one of the basic features of totalitarian regimes. [12] The inner dialectics leading from the inspiration of traditional nihilism to the creation of totalitarian regimes is almost the same in every case and totalitarian regimes were recognized as the forms of political religions. [11] Nietzsche predicted:

*“Where has God gone?” he cried. “I shall tell you. We have killed him - you and I ... How shall we, murderers of all murderers, console ourselves? ... What festivals of atonement, what sacred games shall we need to invent? Is not the greatness of this deed too great for us? Must we not ourselves become gods simply to be worthy of it? There has never been a greater deed; and whosoever shall be born after us - for the sake of this deed he shall be part of a higher history than all history hitherto.” [13]*

Historically, the totalitarian regimes of the West became less sceptical about themselves and their legitimacy was built on the moralistic approach questioning the old concepts of theodicy. Modern nihilism penetrating into the socio-political sphere, from which totalitarianism emerged, became homogenous, centred around the absence of moral indicators. It seems as the modern

nihilism unified the traditional and modern – sceptical elements in its socio-political realization and wiped out the geographical differences. Nietzsche was a gloomy prophet, able to anticipate the upcoming political situation and the metamorphosis of nihilism:

“For some time now, our whole European culture has been moving as toward a catastrophe, with a tortured tension that is growing from decade to decade: restlessly, violently, headlong, like a river that wants to reach the end, that no longer reflects, that is afraid to reflect.” [14]

## 5. Conclusion

The problem of nihilism remains the essential question of contemporary social philosophy. The assumption of ideological interconnection between nihilism and totalitarian regimes obliges us to further study and investigation. Although the philosophical questions remain usually unanswered, the lecture given by history is a commitment to do so.

Berdyayev's philosophy warns against all kinds of enslavement and considers nihilism as a type of spiritual slavery. He is among the many who show the destination of nihilistic path - absurdism and loneliness. Questioning of traditional values leads to “the absence of that which is supposed to be given” [10], to the blind alley of doubts, to the challenge of entire life.

The Russian philosopher N. A. Berdyayev is not a “doubter” of life and defeats the role of traditional values for human and the image of man as *Imago Dei*. Therefore he represents an optimistic alternative to the sceptical existentialism and together with, for example, Viktor E. Frankl provides a philosophy built on struggle to find the meaning of one's life in Life itself.

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## Some Notes on Morphological Features of Noun Anglicisms in the Slang of Contemporary Slavic Languages (with the Focus on the Russian and Slovak Languages)

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**Abstract.** The article deals with words of English origin which have penetrated into contemporary Slavic languages slang. At the beginning the ratio of individual word classes within the studied material is stated. As nouns represent the most numerous group of the adapted lexemes, the main emphasis is put on morphological adaptation of these lexical units in the Slovak and Russian languages and at the same time their most common features from the point of view of morphology and slang are listed.

**Keywords:** Anglicism, slang, morphological adaptation, word class, noun.

### 1. Introduction

One cannot consider the usage of anglicisms in Slavic languages slang to be a new phenomenon but in the contemporary social situation the significance and occurrence of these lexical units increases – this is the reason why we have concentrated on this specific field of vocabulary.

We have analysed more than 2000 lexical units of English origin which one can find in the Russian slang and more than 500 lexical units of English origin which one can find in the Slovak slang. The dictionaries of slang in both the languages have become the source material of the research.

### 2. Morphological adaptation of English nouns in the contemporary Russian and Slovak slang

One of the primary questions is to state word classes into which anglicisms have penetrated in contemporary Russian and Slovak slang. Their features emerge naturally from this basic classification. The studied anglicisms have been classified within the following word classes:

nouns: *енжайн; аддон; аддурилка; анкор; файт; фейк; сайн; слэм; трэш; dárling; džíny; rankáčka;*

verbs: *цинкануть; асить; бирить; хайдить; плэить; киять; кликнуть; клубиться; džetovat'; fandit';*

adjectives: *лонговый; олдовый; труёвый; тюненный; биговый; удринченный; флэтовый; baskišový; bigbitácku;*

adverbs: *рандомно; мейби; мутуально; кулера; гудово; интершикарно; не айс; nablind; nablint;*

interjections: *хай; яхху; банг-банг; бгг; хой;* (no interjections of the English origin in the studied Slovak material);

particles: *труь; мазафака; афайк;* (no particles of the English origin in the studied Slovak material);

numerals: *ферстый; фёрстовый*; (no numerals of the English origin in the studied Slovak material);

pronouns: *май*; (no pronouns of the English origin in the studied Slovak material).

The table below illustrates the portion of individual word classes within the lexical units of English origin in contemporary Russian and Slovak slang. It is obvious that nouns play the most important role in slang communication in both the languages.

word class	Russian language	Slovak language
nouns	69.2%	78.8%
verbs	23.3%	19.3%
adjectives	4.2%	1.7%
adverbs	1.3%	0.2%
interjections	1.3%	0%
particles	0.5%	0%
numerals	0.13%	0%
pronouns	0.064%	0%
prepositions	0%	0%
conjunctions	0%	0%

**Tab. 1.** Portion of word classes within anglicisms in the slang of contemporary Russian and Slovak languages.

There are differences in the degree during the processes of loan words morphological adaptation when we take into consideration on one hand nouns and on the other hand verbs and adjectives.

Generally, anglicisms in Slovak slang adapt more easily to the morphological system of the Slovak language when we take into account the analogical situation in the Russian language. (e.g.: *man* – the only applied English suffix in Slovak slang; one cannot find nouns which do not undergo the processes of declination in Slovak slang).

Grammatical transformation of loan nouns is executed mostly in connection with their gender meaning. There exist two main ways of loan words adaptation to the Slavic gender category:

1. original English endings are dropped and they are replaced by Slavic endings; the gender meaning is kept;
2. original English endings stay the same but the gender meaning is changed in compliance with the grammar rules of the Slavic language.

The following features represent the most common morphological particularities on the level of noun anglicisms (we take into account number, gender and declination paradigms of nouns) in contemporary Russian and Slovak slang:

- only in Russian there are nouns which do not undergo declination processes: *айпи; фурри; икспи; эмси; факйу; фо фри; дэ-шесть* (this point illustrates the extent of the integration processes in the field of morphology; it is only a marginal phenomenon in the case of lexical units of English origin which are confronted with the morphological type of the Russian language);
- all the nouns belong to the first substantive declination type;
- there are nouns which appear mostly in plural (pluralia tantum): *иксы; фомичи; смайлсы; хиты; чипчи; džíny*;
- there is a group of nouns which exist only in plural (pluralia tantum): *антенники; битники; шузы; шузвьё; иксы; флипы; фрики; мани; куки; гамы; рельсы; шаровары; stoping*;
- there is a group of nouns which exist only in singular (singularia tantum): *инет*;
- the anglicisms in question belong to all three noun genders:
  - masculine: *глюк; скетч; смартмоб; спинномозговик; стафф; стенсил; френд; face-lifting*;
  - neutral: *мыло; мыдло; вайн; кемперство; ламо; bejbínko*;
  - feminine: *юзабельность; емеля; аддурилка; гайда; гама; герла; basketbalka; džínsbunda*.

- on the other hand, there are nouns that exist only in masculine gender: *драммер; энкейщик; бейсик;*
- moreover, there are nouns which appear mostly in masculine gender: *диггер; ламер; лузазёр; клабер;*
- nevertheless, there are nouns which exist equally in both the masculine and feminine gender: *гайд – гайда.*

The features below are less frequent and moreover, they are influenced by the English language grammar system:

- a group of anglicisms in the Russian slang keeps the original English plural ending: *фрутс; варез; скилз;*
- a group of anglicisms in the Russian slang keeps the original English plural ending plus it acquires the Russian plural ending:  
*гибсы – giblets – gibs + ы;*  
*тулза – tool – tools – tools + а;*  
*соксы – socks + ы;*  
*баксы – bucks + ы;*
- the noun *трабл, трабла, траблы* exists equally as masculine, feminine and pluralia tantum: *У меня трабл/трабла/траблы на работе.;*
- in the specific case of *мэниш* the English noun *мэн* acquires the Russian feminine noun ending;
- the following noun exists in two forms: with the English and Russian ending of personal nouns: *косплейщик – косплэйер;*
- there are nouns that imitate the structure of words in the English language with the affix – *ейшн*: *диктейшн, клипейшн.*

The morphological analyses prove that in spite of stylistic differences between the nominative plural masculine ending– *-ы* (typical of written language) a *-а* (typical of spoken language) anglicisms in the analysed material keep the ending typical of written, e.g.: *Видит ли очередной аддон предыдущие аддоны и оригинальную игру?* The noun *винда* which bears the meaning ‘Windows’ is one of the exceptions.

The final step of the morphological adaptation is the integration of anglicisms into the valid morphological paradigms; it means that these lexical units are able to accept grammatical endings of the Russian and Slovak languages (e.g.: *гирла – гирлы; флет – на флету; стрит – на стриту; пэренты – с пэрентами; аскасть – аскни; лукнуть – лукни; панкáчка – панкáчки; фандит’ – фандили сме).*

The tendency towards the usage of flective endings has been put into effect in 98.5% of transferred fullmeaning anglicisms in concord with the morphological character of the Slavic languages in question.

### 3. Conclusion

The analysis of the gathered material shows certain characteristics in the group of anglicisms which have penetrated into contemporary Slavic languages slang. The usage in the field of loan words adaptation into Slavic languages is not homogenous; in other words, not all the studied anglicisms in the given period have undergone an analogically adaptation process. We cannot provide strict rules of anglicisms functioning on system level; on the basis of material corpus it is possible to highlight only certain tendencies of integration adaptation processes.

Morphological features of these anglicisms in the studied Slavic languages are the combination of Slavic and English morphological features of individual word classes. At the same time, word classes borrowed from English acquire grammatical categories which are typical of the corresponding word classes in the Slavic languages.

In the end it is necessary to point out that our analysis is not based on an absolute completeness of the lexical material as the word stock represents an open system which is being developed and enriched by new lexical units.

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## Solutions of Linear Differential Systems with impulses bounded on the Entire Real Axis

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**Abstract.** We consider the problem of existence and structure of solutions bounded on the entire real axis of the nonhomogeneous linear impulsive differential system. The necessary and sufficient conditions are obtained under the assumption that the corresponding homogeneous system is e-dichotomous. If the conditions of solvability are not satisfied, we analyze if the linear problem can be made solvable by adding linear perturbation to the differential system and pulsed condition or by introducing one another impulse.

**Keywords:** impulsive system, e-dichotomy, pseudoinverse matrices, bounded solutions.

### 1. Introduction

The impulsive differential equations are object of intensive investigation, due to the wide possibilities for their application in various fields of science and technology. Our aim is the study of the problem of existence and construction of solutions of linear impulsive systems bounded on the entire real axis and the case when the indicated linear system is not solvable everywhere. The ideas used in this work were developed and generalized in [2], [5].

### 2. The Linear System

We consider the problem of existence and structure of solutions bounded on the entire real axis of linear systems of ordinary differential equations with impulsive action at fixed points of time

$$\begin{aligned} \dot{x} &= A(t)x + f(t), \quad t \neq \tau_i, \quad A(\cdot), f(\cdot) \in BC(R \setminus \{\tau_i\}_I) \\ \Delta x|_{t=\tau_i} &= \gamma_i, \quad t, \tau_i \in R^n, \quad \gamma_i \in R^n, \end{aligned} \quad (1)$$

where  $A(t)$  is  $n \times n$  matrix of functions,  $f(t)$  is  $n \times 1$  vector function whose components belongs to Banach space  $BC(R \setminus \{\tau_i\}_I)$  of real functions continuous for  $t \in R$  with discontinuities of the first kind at  $t = \tau_i$  with the norm

$$\|x(t)\|_{BC(R \setminus \{\tau_i\}_I)} := \|x(t)\|_{BC(R)} + \sup_{\tau_i \in R} \|x(\tau_i)\|_{R^n},$$

and  $\gamma_i \in R^n$  are  $n$ -dimensional column constant vectors,  $\dots < \tau_{-2} < \tau_{-1} < \tau_0 = 0 < \tau_1 < \tau_2 < \dots$ .

The impulsive action specifies the jumps of the solution, namely  $\Delta x|_{t=\tau_i} = x(\tau_i+) - x(\tau_i-)$ .

The solution  $x(t)$  of the problem (1) is sought in the Banach space of  $n$ -dimensional piecewise continuously differentiable vector functions with discontinuities of the first kind at  $t = \tau_i$ :  $x(t) \in BC^1(R \setminus \{\tau_i\})$ .

It is known [4] that the corresponding homogeneous system

$$\dot{x} = A(t)x, \quad t \neq \tau_i, \quad \Delta x|_{t=\tau_i} = 0, \quad (2)$$

is exponentially dichotomous on semiaxes  $R_+ = [0, \infty)$  and  $R_- = (-\infty, 0]$  with projectors  $P, Q$ , respectively, and constants  $K_i \geq 1, \alpha_i \geq 0$  ( $i = 1, 2$ ) such that the inequalities are satisfied:

$$\begin{aligned} \|X(t)PX^{-1}(s)\| &\leq K_1 e^{-\alpha_1(t-s)}, \quad t \geq s, \\ \|X(t)(I-P)X^{-1}(s)\| &\leq K_1 e^{-\alpha_1(s-t)}, \quad t \leq s, \quad t, s \in R_+, \\ \|X(t)QX^{-1}(s)\| &\leq K_2 e^{-\alpha_2(t-s)}, \quad t \geq s, \\ \|X(t)(I-Q)X^{-1}(s)\| &\leq K_2 e^{-\alpha_2(s-t)}, \quad t \leq s, \quad t, s \in R_-, \end{aligned}$$

where  $X(t)$  is the normal fundamental matrix of the homogeneous system (2).

The existence and structure of solutions of system (1) bounded on the entire real axis was studied in [1], where the following theorem was constructed and proved:

**Theorem 1.** *Assume that the linear nonhomogeneous impulsive system (1) has the corresponding homogeneous system (2)  $e$ -dichotomous on semiaxes  $R_+$  and  $R_-$  with projectors  $P, Q$ , respectively. Then the system (2) has exactly  $r$  ( $r = \text{rank} PP_D = \text{rank} (I-Q)P_D, D = P - (I-Q)$ ) linearly independent solutions bounded on  $R$ . If the nonhomogeneities  $f(t) \in BC(R \setminus \{\tau_i\}_l)$  and  $\gamma_i \in R^n$  satisfy  $d$  ( $d = \text{rank} P_D^* Q = \text{rank} P_D^* (I-Q)$ ) linearly independent conditions*

$$\int_{-\infty}^{\infty} H_d f(t) dt + \sum_{i=-\infty}^{\infty} H_d(\tau_i) \gamma_i = 0; \quad (3)$$

where  $H_d(\cdot) = [P_D^* Q]_d X^{-1}(\cdot)$  is a  $d \times n$  matrix, then system (1) possesses an  $r$ -parameter family of linearly independent solutions bounded on  $R$  in the form

$$x(t, c_r) = X_r(t) c_r + \left( G \begin{bmatrix} f \\ \gamma_i \end{bmatrix} \right)(t), \quad \forall c_r \in R^r, \quad (4)$$

where  $X_r(t) = X(t)[PP_D]_r = X(t)[(I-Q)P_D]_r$  is  $n \times r$  matrix formed by a complete system of  $r$  linearly independent solutions of homogeneous system (2) bounded on  $R$ , and the generalized Green operator for the problem of finding solutions of impulsive problem (1) bounded on  $R$  acting upon  $f(t) \in BC(R \setminus \{\tau_i\}_l)$  and  $\gamma_i \in R^n$  is defined by the formula

$$\left( G \begin{bmatrix} f \\ \gamma_i \end{bmatrix} \right)(t) = X(t) \left\{ \begin{aligned} &\int_0^t PX^{-1}(s) f(s) ds - \int_t^{\infty} (I-P)X^{-1}(s) f(s) ds + \sum_{i=1}^j PX^{-1}(\tau_i) \gamma_i \\ &- \sum_{i=j+1}^{\infty} (I-P)X^{-1}(\tau_i) \gamma_i + PD^+ \left\{ \int_{-\infty}^0 QX^{-1}(s) f(s) ds + \int_0^{\infty} (I-P)X^{-1}(s) f(s) ds \right. \\ &\quad \left. + \sum_{i=-\infty}^{-1} QX^{-1}(\tau_i) \gamma_i + \sum_{i=1}^{\infty} (I-P)X^{-1}(\tau_i) \gamma_i \right\} \quad t \geq 0; \\ &\int_{-\infty}^t QX^{-1}(s) f(s) ds - \int_t^0 (I-Q)X^{-1}(s) f(s) ds + \sum_{i=-\infty}^{-(j+1)} QX^{-1}(\tau_i) \gamma_i \\ &- \sum_{i=-j}^{-1} (I-Q)X^{-1}(\tau_i) \gamma_i + (I-Q)D^+ \left\{ \int_{-\infty}^0 QX^{-1}(s) f(s) ds + \int_0^{\infty} (I-P)X^{-1}(s) f(s) ds \right. \\ &\quad \left. + \sum_{i=-\infty}^{-1} QX^{-1}(\tau_i) \gamma_i + \sum_{i=1}^{\infty} (I-P)X^{-1}(\tau_i) \gamma_i \right\} \quad t \leq 0; \end{aligned} \right.$$

with the following property



$$\left( G \begin{bmatrix} f \\ \gamma_i \end{bmatrix} \right) (0+0) - \left( G \begin{bmatrix} f \\ \gamma_i \end{bmatrix} \right) (0-0) = \int_{-\infty}^{\infty} H_d f(t) dt + \sum_{i=-\infty}^{\infty} H_d(\tau_i) \gamma_i;$$

where  $D^+$  is the Moore-Penrose pseudoinverse matrix to  $D$ ,  $P_D$ ,  $P_{D^*}$  are  $n \times n$  matrices (orthoprojectors), i. e.,  $P_D = P_D^2 = P_D^*$ ,  $P_{D^*} = P_{D^*}^2 = P_{D^*}^*$ , projecting  $R^n$  onto the kernel  $N(D) = \ker D$  and the cokernel  $N(D^*) = \text{coker } D = \ker D^*$  of the matrix  $D$ , respectively and  $D^* = D^T$ .

### 3. Regularization of Linear Impulsive Problem

In this section we assume that the nonhomogeneous system (1) does not have solutions bounded on the entire real axis for arbitrary nonhomogeneities  $f(t)$  and  $\gamma_i$ . By virtue of Theorem 1 this means that the condition of solvability (3) for the system (1) is not satisfied. In this case we introduce an impulsive action for  $t = \tau^*$  as follows:

$$\Delta x \Big|_{t=\tau^*} = \gamma^*, \quad \gamma^* \in R^n, \quad (4)$$

The parameter  $\gamma^*$  is chosen from a condition similar to (3) guaranteeing that the impulsive problem (1), (4) is solvable for any  $f(t) \in BC(R \setminus \{\tau_i\}_I)$  and  $\gamma_i \in R^n$ :

$$\int_{-\infty}^{\infty} H_d f(t) dt + \sum_{i=-\infty}^{\infty} H_d(\tau_i) \gamma_i = H_d(\tau^*) \gamma^*;$$

The following notation is used:  $S = H_d(\tau^*)$  is  $d \times n$  matrix,  $S^+$  is the Moore - Penrose pseudoinverse matrix to  $S$ ,  $P_S$  is the  $r \times r$  matrix (orthoprojector);  $P_S: R^r \rightarrow N(S)$ , and  $P_{S^*}$  is the  $d \times d$  matrix (orthoprojector); i.e.,:  $P_{S^*}: R^d \rightarrow N(S^*)$  and  $S^* = S^T$ .

The results obtained in [1], [2] enable us to construct following corollary.

**Corollary 1** *By adding an impulsive action, the problem of finding solutions bounded on the entire real axes of linear system (1), that is not solvable everywhere, can be made solvable for  $f(t) \in BC(R \setminus \{\tau_i\}_I)$  and  $\gamma_i \in R^n$ , if and only if*

$$P_{S^*} = 0 \quad \text{or} \quad \text{rank } S = d.$$

The indicated additional (regularizing) impulse  $\gamma^*$  should be chosen as follows:

$$\gamma^* = S^+ \left\{ \int_{-\infty}^{\infty} H_d f(t) dt + \sum_{i=-\infty}^{\infty} H_d(\tau_i) \gamma_i \right\} + P_S c, \quad \forall c \in R^n.$$

### 4. The Perturbed system

Another method of regularization of system (1) that is not solvable everywhere is introducing linear perturbations to the differential system and to the pulsed conditions. Therefore, we consider a weakly perturbed nonhomogeneous linear impulsive system in the form

$$\begin{aligned} \dot{x} &= A(t)x + \varepsilon A_1(t)x + f(t), \quad t \neq \tau_i, \quad A(\cdot), A_1(\cdot), f(\cdot) \in BC(R \setminus \{\tau_i\}_I), \\ \Delta x \Big|_{t=\tau_i} &= \gamma_i + \varepsilon A_{1i} x(\tau_i-), \quad t, \tau_i \in R^n, \quad \gamma_i \in R^n, \end{aligned} \quad (5)$$

where  $A_I(t)$  is an  $n \times n$  matrix of functions,  $A_{1i}$  are  $n \times n$  constant matrices. It is necessary to specify perturbations for which the corresponding homogeneous system

$$\begin{aligned} \dot{x} &= A(t)x + \varepsilon A_1(t)x, \quad t \neq \tau_i, \quad A(\cdot), A_1(\cdot) \in BC(R \setminus \{\tau_i\}_I), \\ \Delta x \Big|_{t=\tau_i} &= \varepsilon A_{1i} x(\tau_i-), \quad t, \tau_i \in R^n, \end{aligned} \quad (6)$$

turns into e-trichotomous or e-dichotomous on the entire real axis. It was shown [3] that this problem can be solved using the  $d \times r$  matrix

$$B = \int_{-\infty}^{\infty} H_d A_1(t) X_r(t) dt + \sum_{i=-\infty}^{\infty} H_d(\tau_i) A_{1i} X_r(\tau_i) \gamma_i.$$

The following notation is used:  $B^+$  is the Moore - Penrose pseudoinverse matrix to  $B$ ,  $P_{N(B)}$  is the  $r \times r$  matrix (orthoprojector);  $P_{N(B)}: R^r \rightarrow N(B)$  and  $P_{N(B^*)}$  is the  $d \times d$  matrix (orthoprojector);  $P_{N(B^*): R^d \rightarrow N(B^*)}$  and  $B^* = B^T$ . The following theorem enables us to solve the indicated problem.

**Theorem 2** [3] *Suppose that the system (5) satisfies the conditions for the critical case, the homogeneous system (2) e - dichotomous on semiaxes  $R_+$  and  $R_-$  with projectors  $P, Q$ , respectively, and the generating system (1) does not have solutions bounded on the entire real axis for arbitrary nonhomogeneities  $f(t) \in BC(R \setminus \{\tau_i\}_I)$  and  $\gamma_i \in R^n$ . If  $P_{N(B^*)} = 0$ , then the system (6) is e-trichotomous on the entire real axis and, for any  $f(t) \in BC(R \setminus \{\tau_i\}_I)$  and  $\gamma_i \in R^n$ , the system (5) possesses at least one solution bounded on the entire real axis in the form of a series*

$$x(t, \varepsilon) = \sum_{k=-1}^{\infty} \varepsilon^k x_k(t, c) \quad (7)$$

uniformly convergent for sufficiently small fixed  $\varepsilon \in [0, \varepsilon_0]$ , where  $\varepsilon$  is a proper constant characterizing the range of convergence of the series (6), and the coefficients  $x_k(t)$  of the series (7) are determined from the corresponding impulsive systems as follows:

$$x_k(t) = x_k(t, c_k) = X_r(t) c_k + \left( G \begin{bmatrix} A_1(\cdot) x_{k-1}(\cdot, c_{k-1}) \\ A_{1i} x_{k-1}(\tau_i^-, c_{k-1}) \end{bmatrix} \right) (t), \quad k = 1, 2, 3, \dots,$$

$$c_k = -B^+ \left[ \int_{-\infty}^{\infty} H_d(t) A_1(t) \left( G \begin{bmatrix} A_1(\cdot) x_{k-1}(\cdot, c_{k-1}) \\ A_{1i} x_{k-1}(\tau_i^-, c_{k-1}) \end{bmatrix} \right) (t) dt + \sum_{i=-\infty}^{\infty} H_d(\tau_i) A_{1i}(t) \left( G \begin{bmatrix} A_1(\cdot) x_{k-1}(\cdot, c_{k-1}) \\ A_{1i} x_{k-1}(\tau_i^-, c_{k-1}) \end{bmatrix} \right) (\tau_i^-) \right];$$

$$x_{-1}(t) = x_{-1}(t, c_{-1}) = X_r(t) c_{-1}, \quad c_{-1} = -B^+ \left[ \int_{-\infty}^{\infty} H_d(t) f(t) dt + \sum_{i=-\infty}^{\infty} H_d(\tau_i) \gamma_i \right];$$

$$x_0(t) = x_0(t, c_0) = X_r(t) c_0 + \left( G \begin{bmatrix} A_1(\cdot) X_r(t) c_{-1} + f(\cdot) \\ A_{1i} X_r(\tau_i^-) c_{-1} + \gamma_i \end{bmatrix} \right) (t),$$

$$c_0 = -B^+ \left[ \int_{-\infty}^{\infty} H_d(t) A_1(t) \left( G \begin{bmatrix} A_1(\cdot) x_{-1}(\cdot, c_{-1}) + f(\cdot) \\ A_{1i} x_{-1}(\tau_i^-, c_{-1}) + \gamma_i \end{bmatrix} \right) (t) dt + \sum_{i=-\infty}^{\infty} H_d(\tau_i^-) A_{1i}(t) \left( G \begin{bmatrix} A_1(\cdot) x_{-1}(\cdot, c_{-1}) + f(\cdot) \\ A_{1i} x_{-1}(\tau_i^-, c_{-1}) + \gamma_i \end{bmatrix} \right) (\tau_i^-) \right].$$

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## Lexical Stock of a Lexico-Semantic Field

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**Abstract.** The paper concentrates on two lexical stocks of specifically chosen fields of English and Slovak language and presents the process of their formation and classification. A great emphasis is put on the number of meanings of particular nouns denoting happiness which serves as the basis for a consequent comparative analysis.

**Keywords:** lexico-semantic field (LSF), nouns of happiness, lexical stock, number of meanings, comparative analysis.

### 1. Lexico-semantic field

Language learners in their learning process try to identify new words, recall them, and use them appropriately to avoid a flat, boring and inadequate speech. They subconsciously gather together all the words that have related senses and store them in their own “ploughed” semantic fields (Crystal, 2007, p. 31). A network of associations made within these fields make their learning process more complex and efficient and markedly improves the depth of their lexical knowledge. According to the most important and influential German linguist of the first half of the twentieth century Jost Trier, fields are living realities intermediate between individual words and the totality of the vocabulary (Lyons, 1977, p. 253). They are joining together to form in turn fields of higher order, until finally the entire vocabulary is included (Lehrer, 1974, p. 17).

### 2. Lexico-semantic field of the nouns denoting happiness

The object of the present investigation is the group of 198 nouns denoting *happiness* in English, and their 162 Slovak equivalents which make valuable fragments of vocabulary of both nations. They have been collected by the method of a detailed explanatory dictionary analysis and classified and arranged on the basis of their lexical meanings. The dictionary analyses have been done on the basis of *Oxford English Dictionary* and *Krátky slovník slovenského jazyka 4*.

#### 2.1. Lexical stock of LSF of English nouns of happiness

The total number of 198 English nouns of happiness has been divided into 6 groups. The first group of English nouns denoting happiness contains 13 lexical units, semantics of which is characterized by 16-12 meanings. The second group is formed only by 2 nouns having 11 meanings. The third group is presented by 62 nouns having from 10-6 meanings. The fourth one contains 73 polysemantic nouns with 5-3 meanings. The fifth group is made up by 37 nouns with 2 meanings and the last one contains 11 monosemantic nouns. The following table illustrates the language material in figures:

<b>Groups</b>	<b>Lexemes</b>		<b>Number of meanings</b>
I.	13	6.566%	16-12
II.	2	1.010%	11
III.	62	31.313%	10-6
IV.	73	36.869%	5-3
V.	37	18.687%	2
VI.	11	5.555%	1
<b>Total:</b>	<b>198</b>	<b>100%</b>	

**Tab.1.** Lexical stock of LSF of English nouns of happiness

Collected nouns are arranged according to the number of their meanings in descending order and put on the vertical axis of the Matrix of LSF of the nouns denoting happiness in English which represents a pre-step to constructing the above mentioned happiness fragment of the lexico-semantic system of English language.

## 2.2. Lexical stock of LSF of Slovak nouns of happiness

The whole set of 162 nouns which are semantically related to a Slovak lexical unit *šťastie* can be divided into five groups. The first group contains only one noun, semantics of which is characterized by 11 meanings. The second group is represented by eighteen nouns having from 6-4 meanings; the third one contains thirty-three nouns with 3 meanings. The fourth group is the largest one as it is formed by 66 nouns, semantics of which is presented by 2 meanings. Its lexemes form almost 41% of the total number of the nouns under study. And finally, the fifth group is made up of forty-four monosemantic nouns.

<b>Groups</b>	<b>Lexemes</b>		<b>Number of meanings</b>
I.	1	0.617%	11
II.	18	11.111%	6-4
III.	33	20.370%	3
IV.	66	40.740 %	2
V.	44	27.160 %	1
<b>Total:</b>	<b>162</b>	<b>100%</b>	

**Tab.2.** Lexical stock of LSF of Slovak nouns of happiness

Collected nouns are arranged according to the number of their meanings in descending order and put on the vertical axis of the Matrix of LSF of the nouns denoting happiness in Slovak language.

## 3. Comparative analysis of lexical stocks of both LSFs

The basis of comparative analysis (CA) lies in using the following semantic field theory premises:

- The totality of the lexico-semantic fields of a particular language represents a unified picture of reality.
- Each language carves up a picture of reality and subdivides the specific semantic areas in its own way.
- The meaning of the words covering a lexico-semantic field in one language does not correspond precisely to the meaning of the words covering the same lexico-semantic field in another language.
- Two correspondent lexico-semantic fields are structured differently in two different languages under comparison.

Range of meanings	English nouns	%	Slovak nouns	%
16-12	13	6,6	0	0
11-4	114	57,6	19	11,7
3-1	71	35,9	143	88,3
<b>Total</b>	198	100	162	100

**Tab.3.** Range of meanings of Slovak and English nouns of happiness

Happiness lexis of the present Slovak language is quantitatively smaller in comparison with the English one and, as the results of our research show, it does not contain lexemes having from 10-7 meanings.

### 3.1. Meanings of the nouns *srdce* and *heart*

In the Slovak linguistic picture of the world the noun *srdce* with its 11 meanings represents emotional life of people, their ability to feel love and sympathise with others (nosiť niekoho v srdci, stratiť srdce pre niekoho). It is also perceived as the centre of sincerity and veracity (zo srdca, od srdca, čo na srdci, to na jazyku), humaneness and generosity (mať srdce na pravom mieste, mať šľachetné srdce), excitement (mať srdce až v hrdle), contentment (mať srdce na mieste), merriment (je mu ľahko na srdci), energy, enthusiasm and ardour (dať do toho celé srdce), and secret, inmost feelings and thoughts of people (v kútiku srdca, v hĺbke srdca).

On the other hand, it is also used for expression of cruelty and unkindness (nemať srdce, mať srdce ako kameň), sadness and depression (je mu ťažko na srdci, srdce mu krváca), fear (srdce mu padlo do nohavíc), and anger (mať na niekoho ťažké srdce).

Conceptualisation of the noun *srdce* can be seen not only in the sphere of emotions but also in the character, behaviour and interests of Slovak people (vložiť do niečoho celé srdce, nemať srdce, s ľahkým srdcom, vziať si niečo k srdcu).

As for the noun *heart* (it has 12 meanings), its conceptualisation is very similar. In the English linguistic picture of the world it is perceived as the seat of life, emotions and the best values, characteristics and attitudes of a human being. Furthermore, English people use the noun *heart* to express functions of feeling and intellect (lay to heart, to learn sth by heart), intent, will and inclination of a person (with a heart and a half, with heart and hand), courage (to have the heart), and being in good or sound condition (being in heart).

### 3.2. Domains of human personality

Semantic reference to 3 major domains of human personality can be observed with Slovak nouns of happiness having six or less meanings and within this range of meanings, its comparative analysis with another closely specified semantic area – English nouns of happiness – can be done.

	<i>English nouns</i>	<i>Slovak nouns</i>
<i>Extraversion</i>	jocundity, zest, brio, cheerfulness, fervency, élan, enthusiasm, ardour, zestfulness, vim, verve, vitality, exuberance, jubilation, jocosity, elation, gusto, heartiness, pep, cordiality, jocoseness, conviviality, lightsomeness, joviality, hilarity, sprightliness, fervour, chirpiness, zestfulness, joyousness, friskiness, jollification, alacrity, playfulness, frolicsomeness	zápal, elán, zapálenie, zapálenosť, oduševnenie, verva, oduševnenosť, nadšenie, nadšenosť, entuziazmus, nadchnutie, nadchnutosť, horlivosť, veselosť, vitálnosť

<b>Agreeableness</b>	warm-heartedness, beneficence, benefaction, altruism, kindness, goodwill, philanthropy, optimism, heartiness, cordiality, amity, affectionateness, amiableness, amiability, pleasantness, pleasurable, tenderness, fondness	dobrota, dobromyseľnosť, dobrodušnosť, dobroprajnosť, dobrosrdečnosť, žičlivosť, prívetivosť, dobrodenie, dobrodinstvo, dobráckosť, dobráctvo, blahovoľnosť, blahoprajnosť, dobročinnosť, filantropia, ľudomilnosť, altruizmus, optimizmus, priateľskosť, nežnosť
<b>Emotional stability</b>	soundness, calmness, contentedness, placidness, placidity, tranquillity, peacefulness, stillness, quiet, fulfilment, equanimity, serenity, comfortableness, lightheartedness, reposefulness	pokoj, vyrovnanosť, mier, pohoda, rovnováha, vyrovnanosť, pokojnosť, uvoľnenosť

**Tab.4.** Semantic reference of English and Slovak nouns of happiness to three domains of human personality

## 4. Conclusion

After comparing the number of elements of specific groups (defined on the basis of number of meanings), we come to the conclusion that 88% of Slovak nouns of happiness and only 36% of English nouns of happiness are characterised by a low number (3-1) of meanings. On the other hand, 64% of English nouns of happiness possess from 16-4 meanings and only 12% of Slovak nouns of happiness have 11- 4 meanings (no noun with more than 11 meanings has been found). And so we come to the conclusion that Slovak people use mainly monosemantic nouns or nouns with a lower number of meanings when they mention states, conditions and feelings of happiness, joy and satisfaction. On the other hand, English people prefer expressing themselves by means of the nouns of happiness with a higher number of meanings.

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## Europe's Language Policy and its Implications for Language Preparation at Universities

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**Abstract.** The paper is designed to stimulate interest in the forthcoming Council of Europe programme and policy in the area of language preparation for the years of 2012 - 2015. It provides the readers with some key information about the program of the European Centre for Modern Languages of the Council of Europe. It presents its content and practical information as well as some implications for experts interested in the university preparation in the area of modern languages and language preparation.

**Keywords:** Language policy, learner, good quality education, lifelong-learning process.

### 1. The Policy Context

The Council of Europe aims at maintaining and enhancing linguistic and cultural diversity in Europe and promoting learning and use of languages as a means to support intercultural dialogue, social cohesion and democratic citizenship, and as an important economic asset in a modern knowledge based society. The Council of Europe's efforts are illustrated by the development of such reference documents and tools as the Common European Framework of Reference for Languages CEFR (Council of Europe, 2001), the European Language Portfolio (ELP), conventions such as the European Charter for Regional or Minority Languages, and policy documents such as the White Paper on Intercultural Dialogue "Living together as equals in dignity", the Guide for the development of language education policies in Europe (Council of Europe/Language Policy Division, 2007), and the recent Recommendation (2008)<sup>7</sup> on The use of the Council of Europe's Common European Framework of Reference for Languages (CEFR) and the promotion of plurilingualism (Council of Europe, 2008). The European Union shares these aims and its support for linguistic diversity in Europe is reflected among others in such policy documents as COM(2008) 566: Multilingualism: an asset for Europe and a shared commitment and the 2008 Resolution of the Council of the European Union on a European strategy for multilingualism. The European efforts are coherent with the principles outlined in the Universal Declaration on Cultural Diversity adopted by the United Nations Educational, Scientific, and Cultural Organisation (UNESCO) in 2001 and in its Convention on the Protection and Promotion of the Diversity of Cultural Expressions adopted in 2005. The Council of Europe promotes strongly the notion of plurilingualism, an individual ability to develop competences in more than one language, as an important human value. In the Council's work, as reflected in the above mentioned documents and tools included on the on-line Platform of Resources and References for Plurilingual and Intercultural Education developed and launched recently by the Language Policy Division in consultation with all 47 member states – adequate development of language competences is viewed as a pre-requisite for unrestricted and fair access to good quality education. This, in turn, constitutes the necessary basis for ensuring social cohesion, promoting democratic citizenship, fostering intercultural dialogue and managing migration (priorities specified by the 2005 Warsaw Summit aimed at building a more humane and inclusive Europe).

## **1.1. Synergies with the Council of Europe's Language Policy Division**

In 2010 the Language Policy Division of the Council of Europe celebrated the 50th anniversary of its work in the area of languages. The Division's current project on 'Language policies and the right to education for social inclusion 2010-2014' expands the scope of consideration beyond the domain of foreign modern languages by including languages of schooling – learning, teaching and assessment of languages taught as school subjects, language competences required for other school subjects (language across curriculum) and regional, minority and migration languages. With this new instrument the Language Policy Division once more draws the attention to the needs of the individual learner, underlining that access to education and success at school heavily depend on language competences. An adequate command of the language(s) of schooling is crucial to success at school and social advancement. A major challenge for today's education systems is then to support learners in acquiring adequate language and intercultural competences which will enable them to develop as strong individuals and operate effectively and successfully as EU citizens.

## **2. The ECML Programme for 2012 - 2015**

The rationale for the next European Centre for Modern Languages (ECML)<sup>1</sup> programme has been developed in complementarity with other Council of Europe units and addresses the following key issues raised during the thorough consultation process with the ECML partners and stakeholders, representatives of the member states, project consultants and coordinators, workshop participants, partners from the Professional Network Forum, including representatives of the Multilingualism Unit of the European Commission, etc. These issues and concerns are targeted by the ECML programme.

### **Context and challenges of the programme:**

1. Linguistic and cultural diversity combined with migration and mobility characterises contemporary European societies.
2. Social cohesion, intercultural dialogue, democratic citizenship, together with economic prosperity.

### **Implications for the learner:**

3. The learner has a fundamental human right to unrestricted and fair lifelong access to good and quality education.
4. The learner requires adequate support for the development of his/her language competences.
5. Marginalised groups of learners require special attention and support for the development of their language abilities necessary for educational success in a given context.

### **Assumptions for good quality education based on inclusive<sup>2</sup>, plurilingual<sup>3</sup> and intercultural<sup>4</sup> pedagogy:**

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<sup>1</sup> The European Centre for Modern Languages (ECML), a Council of Europe Partial Agreement based in Graz, Austria, has been serving the community of language education professionals in its 34 member states for over 15 years. This unique intergovernmental centre – integrated within the Council of Europe's Department of Language Education and Policy offers concrete approaches to dealing with issues and challenges facing Europe's multicultural societies in a period of unparalleled change and mobility. The ECML seeks to make a positive difference to language education in Europe by supporting the implementation of Council of Europe language education policies through 1) advancing the quality of teaching and learning languages; 2) promoting innovative approaches; 3) fostering dialogue between language education researchers, practitioners and decision makers. The ECML works in direct cooperation with its member states, collaborating in particular with three instances at national level: the Governing Board, the National Nominating Authorities and the National Contact Points. Through its medium-term programmes consisting of projects, workshops and conferences to which participants from the member states are invited; the ECML provides a platform for cooperation with experts, associations and institutions involved in enhancing European standards in language education. It also maintains Europe-wide networks for teacher trainers, researchers and educational administrators. The ECML works in synergy and coherence with other units of the Council operating in related areas.

<sup>2</sup> ... targeting at marginalised and disadvantaged learner groups, migrants, cultural and linguistic minorities, children and/or adults of low economic or social status, etc.



6. All education uses language as its vehicle. Therefore well-developed language competences are a necessary basis for access to good quality education and successful learning.
7. Good quality education provides adequate support for the appropriate development of learners' language and intercultural competences. Efficient and effective use of more than one language is both necessary for successful education and one of its desired outcomes.
8. Good quality education acknowledges and includes the learners' "own" languages, especially if they are minority or migrant languages.
9. A modification in approach is required, moving from the teaching and learning of languages as separate, unrelated and thus isolated (school) subjects towards providing coherent support for the lifelong development of transversal, individual strategies for deploying available linguistic resources purposefully, thus making efficient use of one's own range of language competences.
10. Effective use of communication technologies also plays an important role in the presented strategy.

The 2012-2015 programme is based on the fact that access for all to a good and quality education represents a precondition for democratic developments in European societies and strongly focuses on the key agent, the 'motor', the promoter of positive and productive multilingual societies: the LEARNER. The learner is every human being at all levels and at all stages in life within a lifelong learning process. The learner (not regarding his/her age, linguistic abilities, cultural background, previous knowledge and experience, special needs, etc.) and his/her right to a good quality education at all levels constitute the focal points of every programme and project carried out and the learner is the end-user and beneficiary of all language programme activities as well. What is more, project activities included in the programme are expected to target language professionals (teachers, trainers, lectures, etc.) and stakeholders in society functioning as facilitators and supporters of the learning process.

### **3. The Implications for Language Preparation at Universities**

Once a university wants to guarantee the right of every learner to a good quality education one should concentrate more on the personality of the teacher/trainer providing the access to education. Should the educational process be good and quality, so must be the personality of the presenter/teacher/trainer/lecturer.

As it is highlighted within the Language Policy Division's programme of activities 'Language policies and the right to education for social inclusion 2010-2014' all education implies language education. Therefore, all learners are language learners. For example, every mathematics class should build upon and develop language, communicative as well as cultural competences. There is no vocational training for specific professional groups such as electricians without elaboration of language knowledge, skills and attitudes. In such a situation it is important to note that not all subject teachers consider themselves as language teachers, but they should. Teacher training in subjects other than languages, in many cases, does not cater for developing teaching competences for inclusive, plurilingual and intercultural pedagogy. A significant help can be done in this area, e.g. change of a curriculum for future teachers, fostering language preparation for subject teachers in abroad via mobility courses, using CLIL approach, giving lectures at home and/or abroad, etc.

When we closely look at the personality of a teacher/trainer providing education in foreign languages, the situation looks like this: Many language (and/or subject teachers) do not consider themselves experts and do not feel competent in teaching new subject classes, e.g. marketing, electrical engineering in a foreign language, etc., and deserve a special further education such as

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<sup>3</sup> ... aiming at respecting and developing each learner's language repertoire, enabling the speaker to use languages with different degrees of proficiency and adapted to different contexts (home, school, public, private, professional, etc.).

<sup>4</sup> ... respecting, celebrating, and recognising the normality of diversity in all aspects of human life, promoting equality and human rights, challenging unfair discrimination, and providing values upon which equality can be built.

preparatory courses, “train the trainer” courses in specific vocational areas and/or language. This strongly applies to many language professionals providing language education on a tertiary level in mixed ability classes of adult learners at universities of a technical kind – e.g. at the University of Žilina, having difficulties in choosing, adopting and presenting highly technical texts and vocabulary when preparing and having their language classes and providing their students with ESP – English for Specific Purposes or CLIL – Content and Language Integrated Learning even if they are competent in teaching a language but not competent in teaching a new subject.

Cooperation of language and subject teachers/experts, consultancy for subject teachers not trained in facilitating language learning or vice versa, preparatory, mobility, and interdisciplinary courses should become reality. Afterwards it is possible to prepare programmes and develop new project activities leading towards target areas such as foreign language classrooms (any working educational platform, be it the Internet, wallpapers, posters, course books, interactive CD-ROMs, etc.); subject classrooms (using CLIL approach); formal, informal and non-formal learning as well as innovative approaches in foreign language learning and implementation of planned quality changes in language education.

The role of English and motivation to learn other languages beyond English are examples of issues of broad relevance. There is a significant decline in enrolment for language classes other than English in many countries. To counteract this tendency it is important to look at ways of enhancing the extrinsic motivation of learners, such as promoting the relevance of languages for the job market, for mobility or for better knowledge and understanding of international developments. One possibility is to foster acquiring a “second foreign language” not English at master’s level at universities as well.

#### **4. Conclusion**

The above introduced programme developed by the Language Policy Division of the Council of Europe and adopted by the Committee of Ministers representing the Council’s 47 member states of the EU is based on a long-term vision aiming at developing inclusive, plurilingual and intercultural pedagogic approaches reaching beyond the foreign language classroom and encompassing all linguistic abilities and needs of all groups of learners as well as their trainers/teachers in a lifelong-learning process. It strongly promotes the fundamental human right of every learner to unrestricted and fair lifelong access to good quality education which on the other hand strongly requires good quality trainers/teachers available at all levels. The room for cooperation of experts is open and new projects are welcome.

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# Communication Tools for Better Understanding of Cultures

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**Abstract.** The paper presents some practical information about cross-cultural management. It provides the readers with some communication tools suitable for a better understanding of different cultures living, working and collaborating together. It mainly presents the views of Richard D. Lewis.

**Keywords:** Cultures, cross-cultural management, communication, communication tools, R. D. Lewis.

## 1. Introduction

These days goods, capital, and labour move freely across borders. During the last forty years international trade has increased by 1500% as tariffs have fallen from 50% to less than 5%. That is why multinational companies like Exxon do two-thirds of their business outside the US and components for the new Ford come from fifteen different countries. The management of global companies as well as the management of brands internationally has partly become a cross-cultural issue where communication across nations takes the crucial role on the way to success. Understanding different cultures and cultural differences heavily influences success which makes us arouse our interest in some communication tools suitable for a better understanding of cultures.

### 1.1. Managing across cultures

As the world gets smaller, we need to learn more about each other's values, beliefs, habits and expectations. Culture is, in the famous phrase, the way we do things around here [1]. The "here" in question may be a country, a region, a social class, a company, a university. Clearly, we all live in a set of cultures and subcultures that interlock in complex ways, and, to make a generalization, one of the most dangerous things is to generalize about them. Stereotypes are, of course, to be handled with caution. The stereotype may represent the middle of a range of different behaviours, it may be at one extreme, or it may just not be true. And there may be more variety in behaviour within a culture than between one culture and another.

Neighbouring countries or regions, or two companies in the same industry, tend to see themselves as very different to each other, but that difference is hard for the outsider to grasp at first glance. A few years working in one of the two places will make seem more apparent, as one gets "involved" in one of the cultures. We can also think of promoting the same corporate policy at a global level, fostering diagonal promotions as well as geographical relocation of managers three or four times in their first dozen years which can help a multinational corporation to become global, cultural aware and sensitive.

## 2. Communication tools for understanding cultures

Definitely there are differences in speaking and communication styles and modes among cultures. We in this context mean culture not in the sense of literature, music or art but in the sense of system of shared attitudes, beliefs, values or behaviour. Culture manifests itself both in patterns of language and thought and in forms of activity and behaviour. These patterns have become models for common adaptive acts and styles of expressive behaviour which enable people to live in

a society within a given geographical environment and at a given state of technical development. Culture as well can be viewed as a communication problem, because it is not constant but it varies. And as cultural variance increases, so do the problems of communication [2].

As the intercultural communication is not yet a part of the language preparation at schools or universities it is becoming a crucial issue what can cause a bigger problem: to be the best at vocabulary, grammar and functions, or to be able to understand cultural differences, be able to greet in an appropriate way, with the correct intonation, handle business cards, respect others and understand that the English language is what we call a bridge for meeting other cultures but at the same time be aware that English is not the only tool that is available. There has been a significant rise in the meaning of the non-verbal communication as well. And this is where we see the future of the foreign language teaching and language preparation going hand in hand with providing practical examples and information from the area of cross-cultural management and economy in the sense of respecting and understanding cultures.

“The most important thing in communication is to hear what isn’t being said”. [3] That, at least is the opinion of management guru, Peter Drucker, for most of us, hearing what is being said is quite difficult enough. Part of the problem is that languages are spoken at very different speeds. Polynesians belong to some of the world’s slowest speakers, converse at a leisure 100 syllabus a minute; the English too take their time at 150 to 200; Germans, on the other hand, often manage a swift 250; French and Spaniards race along at 350 syllables a minute. Surprisingly, the Japanese speak at “almost Spanish” 300 syllables. But that doesn’t take account of the long periods of silence they are also famous for. Some of these can last nearly a minute themselves, for in Japan silence is just another form of communication. That’s why one should never interrupt it.<sup>1</sup>

According to various authors there are tools for understanding cultures and cultural differences. First of all one needs to be cultural fluent. Cultural fluency means understanding what culture is, how it works, and the ways culture and communication are intertwined with conflicts. Even if this may sound simple, it does require some effort. Usually a categorisation can help. Edward T. Hall [4] classified cultural groups as monochronic and polychronic, high or low context, past- or future oriented. In the introduction to his book, *The Dance of Life*, he writes that we should reorganize our thinking and that only few of us are willing to risk such a radical move. A. Trompenaars’ dimensions [5] categorised universalist vs. particularist, individualist vs. collectivist, specific vs. diffuse, achievement vs. ascription and neutral vs. emotional an affective. G. Hofstede [6] has found five dimensions of cultures in his study of national work related values: low vs. high power distance, individualism vs. collectivism, masculinity vs. femininity, low vs. high uncertainty avoidance and long vs. short term orientation. R. D. Lewis [7] identified linear-active, multi-active and reactive cultures, and their way of communicating.

As we can see communication theorists, anthropologists, and others have given us tools to develop our cultural awareness. Such a categorization is important because it can help predict and understand culture’s behaviour, clarify why people did what they did, avoid offending the partner, search for some kind of unity, standardise policies, and perceive neatness and order.

### 3. Cultural Types - The Lewis Model

Cross-cultural consultant R. D. Lewis [8], author of many classic works in cross-cultural communication, has significantly broadened the phenomenon of global business and communication. In his work *When cultures collide* he captures the rising influence of culture and changes throughout regions of the world. Famous for his LMR model he gives leaders and managers as well as teachers and students practical strategies to embrace differences and helps them work successfully across increasingly diverse business cultures.

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<sup>1</sup> Silence together with the speed, rate, intonation, pauses, paralinguistic elements, gestures, posture, distance, saving face phenomenon, etc. all belong to the area of non-verbal communication.

R. D. Lewis categorizes cultures into three types: linear-active, multi-active and reactive cultures. Linear-active people (Swiss, Dutch, Americans, Germans, etc.) do one thing at a time, concentrate hard on one thing and do a task with a scheduled time period and so they find their way of doing effective. Multi-active people (Portuguese, Arabs, Russians, Spanish, etc.), are very flexible, they do many things at once, often in an unplanned order. They follow multi-active time system; are not very interested in schedules and punctuality; they consider reality to be more important than man-made appointments. Just to compare: Germans and Swiss, who are very high on the linear-active scale, attach great importance to analyzing a project, compartmentalizing it, tackling each problem one at a time in a linear fashion, concentrating on each segment and so they achieve a near-perfect result; but they are uneasy with people who do not work their manner, e.g. Arabs. Reactive cultures are called listening cultures. Its representatives (Japanese, Chinese, Korean, etc.) rarely initiate action or discussion, they prefer to listen to and establish the other's position first. They devote their partners and themselves a decent period of silence (showing respect) and then react and formulate their own position/reaction.

As we can see cultures strongly differ in the area of communication: Reactive cultures are introverts, they distrust a surfeit of words and are adept at non-verbal communication, which is achieved by their subtle body language that is on the other hand extremely hard to understand and follow for the representatives of the linear system: question/reply; cause/effect. Their preferred mode of communication is monologue-pause-reflection-monologue whereas in linear-active and multi-active cultures, the communication mode is a dialogue in which one interrupts the other's monologue with frequent comments and questions (showing interest in what is being said). As soon as one person stops speaking (sometimes even before), the other one takes up his/her turn immediately. The tolerance for silence is weak and constant feedback is necessary.

In our thinking on understanding different cultures we would finally like to stress and lean on the ways Silvia Schroll Machl [9] suggests for a better understanding among cultures:

**Step 1** It is very necessary to get to know and get in touch with a foreign culture but as well to know and respect one's own culture,

**Step 2** It is crucial to be aware and respect the differences in cultures,

**Step 3** It is recommended to make a step forward towards general understanding but not in a way that the participant will have to or will be forced to lose their own identity.

The Lewis model is just one means that can help better understanding. The next figure [10] and table [11] illustrate the above mentioned model and some chosen comparisons of linear-, multi-active and reactive cultures. Once a businessman bears these characteristics in mind, he/she is definitely better prepared for success in a business negotiation.

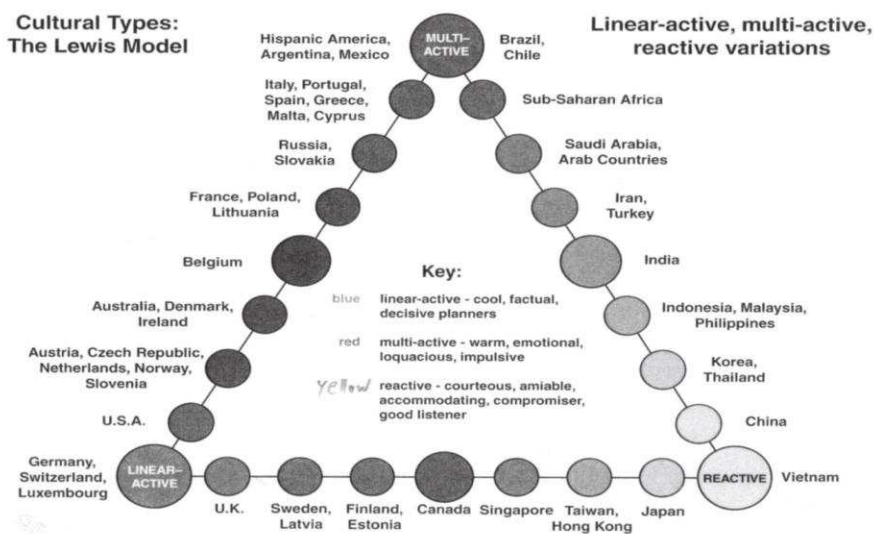


Fig. 1. LMR model by Richard Lewis [10]

## Comparisons

### Diane Rosseau, France

Linear-active	Multi-active	Reactive
talks half the time	talks most of the time	<b>listens most of the time</b>
plans ahead step by step	plans grand outline only	<b>plans with general principles</b>
<b>polite but direct</b>	emotional	polite and indirect
uses official channels	<b>seeks out top or key person</b>	uses connections
partly hides feelings	<b>shows feelings</b>	hides feelings
does one thing at a time	<b>does several things at once</b>	reacts to partners actions
dislikes losing face	<b>has good excuses</b>	must not lose face
job-oriented	<b>people-oriented</b>	relationship oriented
<b>confronts logically</b>	confronts emotionally	never confronts
<b>rarely interrupts</b>	often interrupts	does not interrupt
puts truth before diplomacy	<b>has a flexible truth</b>	puts diplomacy before truth
sometimes impatient	<b>impatient</b>	patient
<b>limited body language</b>	unlimited body language	subtle body language
uses mainly facts	puts feelings before facts	<b>statements are promises</b>
<b>separates the social and professional</b>	mixes the social and professional	connects the social and professional

### L-M-R Rating

Tab. 1. Cultural comparisons [11].

## 4. Conclusion

Globalization, internationalization, cooperation, new management methods and trends are interesting areas for discussion. We have to bear in mind that one should not be judging whether other ways of doing are right or wrong, but instead be aware of the differences, and not see his/her own culture and his/her way of doing as the only one which is good. Categories such as respect, understanding, genuine interest in members of other cultures, as well as attempts to be a good listener, open-minded, adaptable and sensitive towards them, are the paths to be followed. Of course there are tools that can help better understanding of cultural differences. The aim of this paper was to present some of them, mainly the LMR model of linear-active, multi-active and reactive variations by R. D. Lewis.

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# “Software of Mind” Theory and Its Reflection in the Classroom

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**Abstract.** The paper presents Geert Hofstede’s theory of cultural dimensions. It also deals with its application in teaching and learning. There are suggested some ways these cultural dimensions influence behavioural patterns of our students.

**Keywords:** cultural dimensions, cross-cultural training, Geert Hofstede, software of mind.

## 1. Introduction

Trying to promote new, innovative and communicative ways of teaching English, we often have to tackle the problem of cultural background of our students as well as ours. For example being active and assertive in the classes can be often seen as inappropriate and pushy in our culture. The textbooks are usually written by the Britons or Americans and implicitly contain a lot of their cultural patterns. This problem can be better understood using the theory of five cultural indexes by Geert Hofstede.

Prof. Geert Hofstede is a Dutch social psychologist who did a pioneering study of cultural paradigms in modern nations. He studied how the values in the workplace and culture are related. By testing IBM employees in several countries he defined 5 cultural dimensions: **Power Distance Index (PDI), Individualism (IDV), Masculinity (MAS), Uncertainty Avoidance Index (IDV), Long-Term Orientation (LTO)**. These dimensions/indexes are reflected in many fields. For example, he claims that the peaceful but painful separation of Czechoslovakia into the Czech Republic and Slovakia in 1993 was also fed by differences in values in the respective nations. [3] All people share a common human nature that is intensely social; we use language and empathy, and practice collaboration and intergroup competition. But the unwritten rules of how we do these things differ from one group to another. *Culture* is what we call these unwritten rules about how to be a good member of the group. “Culture inspires symbols, heroes, rituals, laws, religions, taboos, and all kinds of practices - but its core is hidden in unconscious values.”[1] Being aware of the cross-cultural differences and being able of using them to one’s benefit may play an important role in global economy. Our students that will be part of this corporate world should also be trained to be open and tolerant to other cultures. Hofstede’s theory has faced some criticism, but is generally well-accepted and appreciated as it might clarify a lot of cultural problems and phenomena.

## 2. Theory of Five Cultural Dimensions

Hofstede initially identified four primary dimensions of cultural difference and subsequently added a fifth on the basis of further research conducted by Michael Bond: [3]

### **Power Distance**

The degree of inequality among people which the population of a country considers as normal: from relatively equal (low PDI) to extremely unequal (high PDI). In low PDI countries, there is low dependence of subordinates on superiors and cooperation is preferred. In high PDI countries, there is high dependence between superiors and subordinates.

### **Individualism**

The degree to which people in a country prefer to act as individuals rather than as groups members. In highly individualist societies the ties between individuals are loose: everyone is expected to look after him/herself and his/her immediate family. In collectivist societies, people are integrated into strong, cohesive groups, often extended families which protect them in exchange for strong loyalty.

### **Masculinity**

The degree to which tough values like assertiveness, performance, success and competition, i.e. traditionally male values, prevail over tender values like the quality of life, maintaining warm personal relationships, service, care for the weak, and solidarity, i.e. traditionally female values.

### **Uncertainty Avoidance**

The degree to which people in a country prefer structured over unstructured situations. Structured situations give us clear rules how to behave, written down, or imposed by tradition. In countries where uncertainty avoidance is strong a feeling prevails of "what is different is dangerous." In weak uncertainty avoidance societies, the feeling would rather be "what is different is curious."

### **Long-Term Orientation**

Values associated with Long Term Orientation are thrift and perseverance; values associated with Short Term Orientation are respect for tradition, fulfilling social obligations, and protecting one's 'face'.

<b>Country</b>	<b>PDI</b>	<b>IDV</b>	<b>MAS</b>	<b>UAI</b>	<b>LTO</b>
Australia	36	90	61	51	31
Austria	11	55	79	70	not stated
Brazil	69	38	49	76	65
Germany	35	67	66	65	31
Greece	60	35	57	112	not stated
Italy	50	76	70	75	not stated
Japan	54	46	95	92	80
Norway	31	69	8	50	20
Portugal	63	27	31	104	not stated
Spain	57	51	42	86	not stated
U.K.	35	89	66	35	25
United States	40	91	62	46	29
estimated score for Slovakia (Kolman 1999)	104	51	52	110	38

**Tab.1. Cultural Dimension Indexes of Chosen Countries**

## **3. Application of Hofstede's Theory in the Classroom**

Our cultural software of mind significantly influences learning styles, student-teacher and student-student interactions, ways of evaluation, methodology, basically every aspect of the educational process. These days, modern communicative approaches seem to be ruling, however, they might present a problem for teachers and students in countries where independence, self-initiative, cooperation etc. are not welcome, or desired.

E.Thomasl identified 2 key challenges for educators: to decide what key elements in the process of globalization are affecting education and schooling, and to deal with social differences (teaching and learning more culturally sensitive), but in general she calls for respect for differences. However, there is a risk of a "false universalism" by adopting theories and practices without recognizing their distinctive cultural and historical dimensions. There might be a large discrepancy between what teachers believe, and what they actually practice. [5]



The first cultural dimension –**POWER DISTANCE** expresses the extent to which less powerful members of institutions expect and accept that power is distributed unequally. There are strong hierarchy rules in a high PDI culture; they subsequently influence student-student relationships. The whole learning process is teacher-centred; the teacher also possesses all necessary knowledge, is shown a lot of respect, and usually initiates all the conversation in the class. In a country with low PDI e.g. Britain, the students maintain a high level of knowledge whereas the teacher plays the role of a guide, who observes the team and motivates learning. In high PDI countries, obedience is expected and desired, independent behaviour is not welcome and supported. In low PDI countries, children or students are seen as almost equal partners. Independent experimenting is supported, no formal respect is expected. The family relations in such society may seem cold and distant to an outsider. The same may be applied for the school environment. In low PDI countries, students are treated as equals, and initiate conversation in the class quite frequently. The teachers are experts who transfer impersonal truth, not personal wisdom as in high PDI countries.

The second dimension deals with the social conflict of **INDIVIDUALISM vs. COLLECTIVISM**. The interpersonal relations in individualistic societies may seem distant, whereas collectivist societies are those where people are integrated into strong groups. In a class influenced by collectivism, confrontation of ideas and conflicts is avoided; there is usually no interactivity and cooperative learning. There are only seven (7) countries in the Geert Hofstede research that have Individualism (IDV) as their highest dimension: USA (91), Australia (90), United Kingdom (89), Netherlands and Canada (80), and Italy (76). In societies with high IDV score, the purpose of education is learning how to learn, students are expected to be initiative and speak in the class wherever they need and want to. In collectivist countries, the purpose of education is learning how to do things, students' individual activities are often discouraged, and group identity is very important. [2] This would undoubtedly influence the efficiency of various group and team work activities in cooperative and communicative teaching methods.

**MASCULINITY-FEMINITY** is another dimension. Masculinity refers to societies where the distribution of roles between social genders is obviously distinct (where men are assertive, focused on material success, and women modest, tender and concerned with the quality of life). Femininity reflects a society in which both men and women are supposed to be modest, tender, and concerned with the quality of life. In a prevalingly masculine society, best student is a norm, the competition in classroom is high and students tend to overrate their performance. Failing an exam is normally considered a disaster. In mostly feminine societies, average student is a norm; over-ambitious student is unpopular and suspicious. The students tend to under-rate their performance. Failing in the school is just a minor accident. Friendly teachers are most liked ones.

The fourth dimension that is **UNCERTAINTY AVOIDANCE** expresses extent to which the members of culture feel threatened by uncertainty and unknown situation. In countries with high UAI students want to know the right answers and teachers are supposed to have them. Emotions in the class can be expressed but here is a strong tendency to conformity among students. In countries with low UAI, students appreciate good and fruitful discussions. The teachers are allowed to say "I don't know". Here, emotions should be controlled but the general level of tolerance for differences is higher.

The fifth dimension **LONG TERM ORIENTATION** that was only added later, deals with general attitude to life goals. Long-Term Time Orientation is "valuing an orientation towards future rewards, in particular perseverance and thrift.[4] In countries with high LTO, the students attribute success to effort, and failure to lack of effort. Studying hard is a norm, there is shown talent for concrete, applied sciences. In countries with low LTO, success and failure are both attributed to luck and occult forces. Here, enjoyment is a norm and there is more remarkable talent for abstract, theoretical sciences.

## 4. Slovak Cultural Indexes

Concerning Slovak indexes, they might explain a lot of problems teachers encounter here. PDI is one of the highest ever, IDV is an average value, MAS is relatively high, UAI is average and LTO ranks us among countries with lower LTO. These data deserve deeper insight, but for the purpose of general picture our short analysis might serve well. High PDI suggests country, where strong hierarchy rules are respected, the teacher is giving orders in the class and the educational process is traditionally teacher-centred. This would explain problems our students have when we expect them to initiate some activity in the class, and cooperate. Our students expect the teachers start an activity and control it, are more satisfied with tasks that only have one solution. Obedience is an appreciated and expected virtue, and the students mostly try to fulfil the teachers' expectations. Our IDV score is about average. There is perceived a continuous transformation towards more individualist society; however we still bear a lot of collectivist patterns, e.g. many of our students are studying to obtain diplomas only. They are also quite conformist and generally do not like to stand out in a group. However, a student that is opinionated, knowledgeable, and able to articulate and assert his/her ideas is highly appreciated. Our high MAS indicates culture, where material success and development is of special importance. Men and women tend to study different fields of study; there is strong division of social roles to male and female ones. Men are supposed to be strong, assertive and ambitious. Money is important, quality of life is secondary. If we ask most of our students about their future plans and desired achievements, their answers mostly agree with this pattern. Our culture does not seem to be saturated with material goods yet. Motivation of our students also shows a lot of their desire for success and appraisal. Problems are often solved by confrontation. This shows our students often have a problem to cooperate without having a supervisor. Our low to average LTO suggests our students do not always find important to work hard as success is often attributed to pure luck and an appreciated course must be enjoyable and fun. Average UAI indicates medium level of uncertainty, our students appreciate brilliant teachers but they are not expected to have all the answers. However, they prefer tasks with one solution only to avoid uncertainty as well as clear, structured tasks and are often confused with spontaneous activities e.g. role plays. We are aware of the fact, this is a not a sociological study and is purely based on teaching experience at the University of Žilina.

## 5. Conclusion

Geert Hofstede's theory of cultural dimensions is a renowned theory that has changed traditional understanding of cultural differences. It distinguishes 5 indexes: **Power Distance Index (PDI)**, **Individualism (IDV)**, **Masculinity (MAS)**, **Uncertainty Avoidance Index (IDV)**, **Long Term Orientation (LTO)**. These indexes express the cultural setting of mind i.e. software of mind of a respective culture. As culture is reflected in all kinds of human activities including education, awareness of Hofstede's 5 indexes might help solve many problems educators have to struggle with. When thinking about some problems we might have dealing with our students it may prove useful to think about the level to which these problems are caused by their software of mind. Our software of mind certainly influences the choice of teaching methods, techniques and materials. As English teachers we often have to and want to use study materials written by authors of Anglo-American origin that implicitly contain a lot of cultural patterns of these cultures and reflect their software of mind. It is recommended to keep this in mind when designing a course and choosing study materials. This issue would deserve a deeper research in how the teaching and learning content is being influenced by the authors, i.e. what are the possible ways their software of mind is reflected.

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## Russia of Today Modernization Peculiarities

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**Abstract.** At the end of the XX century the market transformations in Russia modified her economy potential. Russia lost a status of political and economical center, and her economic system stopped to be self-sufficient. Now the Russian Federation must hold the deserved place at the world economic system. For this purpose it is necessary to use the grate potential of Russian economic mentality in quest of the national modernization model.

**Keywords:** modernization, mentality, centralized economic, market economy.

### 1. Introduction

The centralized economic system that had been at the Russian empire and than in the USSR, had possessed of big inertia, depended on state territory of enormous size and a small velocity of reaction on the changes in a situation at the regions.

This system ensured successfully a development of production in the course of extraordinary situations.

But in a period of intensive development at scientific and technical revolution this system couldn't ensure further economic progress. For example, we can recall reversed that were suffered in the "Crimea" war in the middle of the XIX century or the events of the second half of the XX century.

The old reformation conduct methods couldn't perform their role efficiently without the cardinal changes of socio-economic institutional environment.

So the necessity of creation a new economic system close to the market economy became obvious.

However, in the end of the XX century the market transformations modified potential of economy and Russia status in a world society not in a better side.

Transition from the "close" economic system, which produced all production necessary from the state, to the market model, became a powerful upheaval (shock) of the national economic.

After all, Russia had been self-sufficient economic system, independent economic world with center and outlying districts that functioned according to the laws of such macro systems during a thousand years.

At the end of XX century Russia lost a status of political and economical center, and her economic system stopped to be self-sufficient.

### 2. Modernization peculiarity

As here's no bringing back the past, the reconstruction of economic potential, political weight and great State status have to be done necessary on the basis of new political and social-economical model, which have to become most important task for the state during some decades.

The necessity of carrying out some social, political, economic and other transformations is motivated usually with term "modernization". Modernization is based on technology and economy

maturity. It is a specific form of development, and not an evolutionary, but a revolutionary development that is accompanied by rather fast institutional reorganizations.

But any radical reforms of institutional sphere are fraught with unexpected consequences. So during the conduction of modernizing measures it should be take into consideration (account) not only the positive consequences of modernization, but the hidden threats too, concentrate on institutional sphere. And the percentage of “positivity” and “negativity”, are kept in this process depend on the modernization model, that any given society choose for itself.

All modernization models, excepting the “imperial” modernization, imply the liberalization of national economics and political systems that must be accompanied by acquiring of “western way of life”. It signifies the changing of a set of national values, I mean, the acceptance of new unformal institutions of society — customs, habits, morals, norms and national mentality.

(“Imperial” modernization is conducted for the preservation of military and political imperial status, for the intensification of military and technical power, which would make it possible to hold out against assaults from outside and to maintain own expansion.)

Mentality exercises direct influence on economic, political, social relations and reveals the features of thought and awareness of large natural (ethnic) group of people.

The specific conditions of social, economic, political development play an important role in the process of national mentality formation.

The concept of mentality is of important in the modernization theory today, and the change of human awareness, human attitude of economic mind, norms of activity, mentality are the key moments for society modernization.

Peculiarities at present look as follows are:

- intensive process of the new model formation of world market economy;
- the search of the most suitable and acceptable modernization model for Russia in the difficult and complicated market economy conditions, during democratic transformations, provided a conservation of national identify;
- Russia integration attempts in the world association that are based on the necessity of Russia “transmutation” at the west civilization type.

All-round civilization values, such as market society, human rights and human life must be adapted to Russia national historical traditions.

To achieve such object it is essential to set a task and solve a problem of strategic character.

### **3. Conclusion**

At the present moment the main tactical tasks for Russia are conservation and consolidation of the deserving position in the world economic system.

Solving of the problem suggests:

- realize Russia civilized peculiarities and to preserve national originality;
- use a potential of Russian economic mentality;
- integrate the national norms and traditions with the select elements of the west institutional environments;
- renovate economic and introduce innovations in conformity with Russian population interests and needs;
- get over to the own national modernization model brings about national interests exclusively.

The economic success of any people depends on consideration of national traditions, customs and ideals. Disrespect of this factors leads to contradictions that can be solved without hard detriment to national vital functions.

Russia would have a practicable every prospect of success and considerable place in the system of world productivity division in case of becoming aware of civilized peculiarities of national

association as a system state and using the potential inherent in the national association during its historical development only.







## Napoléon Coste – main inspirations and influences on his work

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**Abstract.** This paper is dealing with Napoléon Coste's work and musical influences and inspirations towards his personality and composition work between 1805-1883. The paper is looking for question response how to integrate composer N. Coste to mainstream of musical life of his time and to show sources of his creation in comparing with his contemporaries. The script also designs instrumental possibilities of 19<sup>th</sup> century guitar played by N. Coste.

**Keywords:** influence, N. Coste, inspiration, music, guitar, composition, Paris, classicism, F. Sor, 19<sup>th</sup> century period, F. Chopin, H. Berlioz, J. Strauss

### 1. Social and historical arrangement of Napoléon Coste

He was born at the end of July 1805 in France, in the town of Amondans. His father has been mayor of the city when his unique son arrived. Jean-François Coste, ex-captain of light infantry, wanted his son to be soldier. In regarding to serious illness Napoléon passed through at the age of eleven his father had to resign dream of son's military career. On the contrary, Napoléon Coste inspired by his mother Anne-Pierette Dénéria, musician in her leisure time, he chose musical career. His mother liked to play the guitar when she was free from family keeping.

Deep influence on evolution and creation of Napoléon Coste had Fernando Sor (1778-1839), significant leader of classicism in guitar. In 1830 when Napoléon came to Paris Sor became his teacher and friend and later they played concerts together. Fernando Sor was one generation older than young Coste. Maybe it was because of this father-son relation they understood each other very well and they cooperated in the area and in the town where competition was daily present. Apart from fatal meeting of Fernando Sor 25-year old youngster met and became acquainted with several admirable personalities of music life in Paris.

The most eminent persons for Napoléon Coste's progress were composers, teachers and guitar players D. Aguado, F. Carulli and M. Carcassi. All mentioned are emigrants who had left their native land from many reasons and they came to Paris also because of building career in one of the rich musical metropolis. Paris was for them a kind of way point, place where they spent some months or years and they left again for some other destination: to Vienna, London or Petersburg.

Dionisio Aguado brought from his native Spain a new way of playing never used before worldwide. Inspired by Spanish folk music, flamenco, he started to use nails while playing. He achieved a kind of strong sound without losing technical abilities and velocity.

Fernando Sor, his compatriot, admired his new invention but Sor himself in spite of that stayed faithful to former tradition and he led also his pupils (including Coste) this way – playing the guitar without the nails. The sound is soft and intimate and playing the instrument typical for that period – it is true music our antecessors were listening.

First compositions of Napoléon Coste dates approximately from his arrival to Paris (circa 1830). These were early works of composer who created them first of all for himself to perform these pieces on concert appearance in Paris saloons. To be in fashion he took aria from actually beloved opera and used it as a theme for variations with great brilliant finale. And his plan worked. He became popular in Paris especially thanks to these compositions: Variations et Finale ... sur un Motif Favori de la Famille Suisse de Weigl op.2 (Variations and Finale ... on Favorite Motive of Swiss Family Weigl), Fantaisie ... Composée sur un Motif du Ballet d'Armide op.4 (Fantasia ... Composed on Motive from Ballet Armide), Divertissement sur Lucia di Lamermoor op.9 (Divertimento on Themes from Opera Lucia di Lamermoor). He was successful. Information in Paris newspapers of that period proves it. „L'observateur des Beaux-Arts“ says: „... in spite of difficulty of some sections he played variations of his own work with perfect preciseness. His performance is intelligent, brilliant and pure in the same time ... and we think that Mr. Coste ... will achieve great success when continuing to cultivate his art.“ [RONCET, N. 2008, 15 p.]

## **2. Connection with mainstream in music of romantic period**

### **Coste and Chopin**

In time of Coste's early presence in Paris Fryderyk Chopin arrived into town. Chopin's work and personality is considered to be „utmost synthesis of polish musical tradition with European romantic period.“ [ČERNUŠÁK, G. 1974, 240 p.] He first gave concert in Paris in 1832. As one of leaders of early romanticism “the poet of the piano” stayed in Paris for almost 10 years. This genius was only 5 years younger from Napoléon Coste and there is no doubt that he was influencing all musical life in Paris with his „fullest cultivated technique, poetry and variety of colour“. [ČERNUŠÁK, G. 1974, 241 p.] We know that there certainly was some connection between Chopin and guitar because he said: “Nothing is more beautiful than a guitar, save perhaps two.” This sentence is one of several mottos on first pages of Maurice J. Summerfield's book *The classical guitar, its evolution, players and personalities since 1800*. We don't know under what circumstances this sentence sprang up but guitarists are quite proud of it. It is hard to say what else Chopin could achieve if he didn't die in 1849 at the age of 39 years. We also don't know about his straight influence on work and personality of Napoléon Coste. There is no mention about it in any accessible biographical source. However we can find composition named Mazurka op.33 in Coste's creation composed probably about 1860. Mazurka is polish national dance which became source and expression setting for at least 13 opus numbers of F. Chopin. Coste is also author of 2 preserved polonaises of expansive character: *Andante et Polonaise (Andante and Polonaise) op.44* (S. Wynberg – editor refers to piano tradition in interpretation of polonaise) and *Deuxième Polonaise (Second Polonaise) op.14*. They both came into existence at the end of 70-ies of 19<sup>th</sup> century. Also polonaises (8 mature compositions from emigration in Paris) occupy in work of F. Chopin significant position. Wittingly or not, Chopin's influence on music in this period was so striking that he has had to tinge indirectly every citizen of Paris who had to do something with music.

### **Coste and Berlioz**

The beginning of 30-ies of 19<sup>th</sup> century was politically infamous because of bloody July revolts but in musical history it is term of first appearance of Berlioz's *Fantastic symphony* (1832). Hector Berlioz influenced N. Coste more evidently and more provable than F. Chopin. Maybe it was because of fact that both were guitar players so they had common interest in the same instrument. In the same time we have to say that Berlioz was very different personality from Chopin. Chopin was star in musical life of Paris. On the other hand Berlioz was scrutinized. It was opera which took stable popularity. In the background of everlasting passion for this dramatic-musical form Berlioz's innovation was in shadow. From 1839 (he was 36 years old) he held only a position of librarian at Conservatory in Paris. Berlioz soon after arrival in Paris acted as

guitarist and teacher of playing this instrument. He was 2 years older than Napoléon Coste but we have no proof that they knew each other personally. Demonstration of Berlioz's influence on Coste is dedication of composition *Le Tournoi*, *Fantaisie chevaleresque* (The Tournament, Chivalrous Fantasia) op.15 published in 1845. Berlioz who admired Beethoven and Weber broke new ground with his work and opinions for Liszt and Wagner. „He founded modern programmatic music, discovered and developed technique of characteristic motive in symphonic music and essentially enriched orchestration.“ [ČERNUŠÁK, G. 1974, 250 p.] Intense inspirations for program in composition were men of letters. He was raved about W. Shakespeare, J. W. Goethe, G. G. Byron and also W. Scott. In case of Coste's composition dedicated to Berlioz it was story of last designated author. Walter Scott in his historical fiction returns to 12<sup>th</sup> century England, to epoch of knights and Robin Hood.

### **Coste and Johann Strauss senior**

Creating of waltzes in work of Napoléon Coste is quite large-scale. There are some easy pieces, instructive – dedicated to his pupils and mother – and also technically and expressively deep-going compositions designed for concert stages.

Cycle of waltzes *16 Walses favorites de J. Strauss* (16 Favorite Waltzes of J. Strauss) op.7, arranged for guitar, came into being probably as a reaction to enormous success of performance of Strauss's orchestra during the tour of France in 1837. Regarding technical difficulty we can include them as instructive work. Waltzes integrated in cycles *Récréation du guitariste* (Recreation of Guitarist) op.51 and *Le livre d'or du guitariste* (Golden Book of Guitarist) op.52 have similar character of technical difficulty. By the name of *Souvenirs de Flandres* (Reminiscence of Flanders) op.5 the suite of waltzes of not very high technical demands is hidden. They are dedicated to his mother. Cycle of 12 waltzes *Feuilles d'Automne* (Autumn Leaf) op.41 regarded as so much pronounced that he had sent it with other compositions as his representative work to competition in Brussels in 1856. In the keen competition he took second prize. The piece *Valse favorite* (Favorite waltz) op.46 is considered to be one of technically most demanding works. It has subtitle „morceau de bravour“ – „virtuoso piece“.

### **Other works**

Between compositions Napoléon Coste created there is cycle *Souvenirs, Sept morceaux épisodiques* (Souvenirs, Seven Episodic Pieces) op.46 worthy of remark. Parts: 1. *La vallée d'Ornans* (The Valley of Ornans) op.17, 2. *Les bords du Rhin* (The Banks of Rhine) op.18, 3. *Delfzil* op.19, 4. *Le Zuyderzée* op.20, 5. *Les Cloches* (The Bells) op.21, 6. *Meulan* op.22, 7. *Les soirées d'auteuil* op.23. Separate pieces are inspired by nature of author's country of origin, surroundings of Paris and natural scenery of European rivers.

The work of Napoléon Coste consists of large spectrum of valuable compositions (the number of fantasias is remarkable). Those are not relevant regarding subject of this paper. They don't bring new inspiration and influences in their music.

### **The 19<sup>th</sup> century guitars**

When we are talking about construction of instrument 19<sup>th</sup> century guitar didn't have stable measure. We can say that every instrument was unique. Guitar was in evolution and in ambition to bear up against piano or orchestral instruments in dynamic of sound it had to overcome different experimentation: 2<sup>nd</sup> half of 18<sup>th</sup> century – conversion from double-courses (five or six-course guitars had double strings similar to nowadays 12 string guitar) to single strings, changes in number of strings, alternative use of metal frets instead of currently used gut, unstable measure (big

differences), coexistence of double-course guitars and single string guitars, different ways of reinforcement of top of the guitar – ribbing, plain or round back of the guitar...

It was the period of research. That's why the compositions created by Mauro Giuliani in Vienna couldn't sound properly and in full-value playing the instrument owned by Fernando Sor in Paris in the same period. Napoléon Coste had several guitars. We know that for solo playing he used 7 string guitar, the work of Paris maker René Lacôte.

### 3. Conclusion

Napoléon Coste was great guitar player and composer of his time. His inspiration and influence on creation came from musical life in Paris. It was not only from well-known guitarists as F. Sor, D. Aguado, F. Carulli and M. Carcassi but also from the star of early 19<sup>th</sup> century Paris F. Chopin and from H. Berlioz and his innovation in program. The proofs are his compositions named above. Typical sound of his guitar inspired him to composition and thanks to this he created number of compositions played with pleasure till nowadays.

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## Metaphor in the Mass Media World

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**Abstract.** The paper deals with the issue in the linguoculturology field of the use of metaphorical terms in Slovak, Russian and English mass media. We are trying to look under the surface and at the history of particular metaphorical concepts and so to compare their usage in the past and in the present.

**Key words:** metaphor, culture, linguoculture, language, culture of speech.

### 1. Introduction

We could say that a language is a kind of a well of the human mind, and national culture, where there is a whole history of mankind. Through language we reach the secrets of human customs, and we see cultured manners and morality of human existence. Language is closely connected with culture and society. Linguist, teacher, and student try to understand a language through the culture of a particular nation, and so they reach not only the language, but also a man, and his or her traditions and thinking. As Edward Sapir, an American linguist and ethnologist, we also are convinced that vocabulary is a mirror of culture and to a larger extent must reflect the level of a cultural's and an individual's development. Language is one of the products of spiritual creativity of a particular cultural-historical group – nation. Language is a part of literature, science, art, law, morality and at the same time it takes a special place as it is an assumption of all the other cultural knowledge. Maybe we are not far from the truth when we say that language is the most honest and the best witness of a nation's history and culture. We agree with the words of a Russian linguist, Nina Davidovna Arutunova, "*То, что говорит язык, казалось интереснее того, что говорит на языке человек. – What a language says seemed more interesting than what through a language a man says.*" (Arutunova, 1995). Cultural memory in a word predestines its extraordinary power.

There are many definitions referring to the term *culture*. We will look at just a few from them. If we look up the term in The Short Dictionary of Slovak Language, we find out that culture is "*...súhrn výsledkov tvorivej činnosti ľudí vo vývine ľudskej spoločnosti; súhrn materiálnych, duchovných hodnôt ľudstva v istej epoche; stupeň dokonalosti; pestovanie spisovného jazyka; úroveň používania jazyka alebo jazykového prejavu... – ... a summary of the results of human creative activity in the development of human society; a summary of material, spiritual human values in a particular period; a level of perfection; fostering of standard language; the level of language usage or language speech...*" "*Я знаю, что это такое, до тех пор, пока меня не спросят, что это такое. – I know what it is till I am asked what it is.*" These are the words of an African Christian thinker in the Middle Ages, Augustinus Blazheny, who so splendidly and pertinently characterised *culture*. If we open the last Russian encyclopedia we can read the following definition of *culture*: „*Культура (от лат. cultura – возделывание, воспитание, образование, развитие, почитание), совокупность созданных человеком в ходе его деятельности и специфических для него жизненных форм, а также самый процесс их созидания и воспроизводства. В этом смысле понятие культуры – в отличие от понятия природы – характеризует мир человека и включает в себя ценности и нормы, верования и обряды, знания и умения, обычаи и установления (включая такие социальные институты, как право и государство), язык и искусство, технику и технологию и т.д. Различные типы*

культуры характеризуют определенные исторические эпохи (античная культура), конкретные общества, народности и нации (культура майя), а также специфические сферы деятельности (культура труда, политическая культура, художественная культура). - "Culture (from Latin cultura - cultivation, upbringing, education, development, veneration) a summary of life forms created through development and activities of a person in human life and also the process of their creating and reproduction. In this sense of understanding the term culture - as opposed to understanding nature - it characterises the human world and includes values and standards, religion and rituals, knowledge and skills, customs and rules (including those social institutions as the law and state), language and art, technology, etc. different types of culture characterise particular historical eras (antique culture), concrete societies, nationalities and nations (Mayan culture), and also specified spheres of activities (culture of labour, political culture, artistic culture". Wikipedia defines culture as followed: "Culture (from Latin cultura stemming from colere, meaning "to cultivate") is a term that has various meanings. For example, in 1952, Alfred Kroeber and Clyde Kluckhohn compiled a list of 164 definitions of "culture" in *Culture: A Critical review of Concepts and Definitions*. However, the word "culture" is most commonly used in three basic senses: 1. Excellence of taste in the fine arts and humanities, also known as high culture; 2. An integrated pattern of human knowledge, belief, and behaviour that depends upon the capacity for symbolic thought and social learning; 3. The set of shared attitudes, values, goals, and practices that characterizes an institution, or organization or group..." (NIE, 2001).

Maybe we could claim that a man, as a species, is a culture on his own. And so we have to agree with N. F. Alefirenko "...он не потому культурен, что является человеком, а потому он и человек, что является культурным. – preto nie je kultúrny, že je človekom, ale preto je človekom lebo je kultúrny. - ...he is cultured because he is a human, but he is a human because he is cultured." (Alefirenko, 2010). From the last statement, we know that in the term culture is hidden all the human events and their activities.

Culture has become an object of observations and research in a wide variety of sciences - in ethnography, ethnology, cultural anthropology, philosophy of culture, historical culturology and others.

At the end of the 20<sup>th</sup> century the matter of "Language and culture" emerged as a centre of research attention and became one of the priority specialisations in linguistics development. Anthropological directing of current linguistics adverts to both cognitive and culturological aspects. Research interest in the issue of "Language and culture" and also the culturological boom of the last decade of the 20<sup>th</sup> century are supposed to be an impulse of the origin of linguistic specialisation called linguoculturology. V.A.Maslova, a Russian linguist, identified the main idea of this scientific field - " Язык теснейшим образом связан с культурой: он прорастает в нее, развивается в ней и выражает ее. – Language is primarily connected with culture; it germinates in it, evolves in it and expresses it." (Maslova, 2004). Linguoculturology deals with a depiction of a state of human mind and society in language. And just because of this fact linguoculturology is counted as a scientific discipline.

For describing reality, we usually use direct or indirect (metaphorical) means of expression. A research means through which we try to get to a language and so to the national culture is called *metaphor*. The main purpose of it is varied, rich and mainly aesthetic communication. Description of reality through metaphors is typical for folk language. We can find it in folk texts, songs, artistic texts but also in common communication. We find relatively rich metaphorical useage in current journalism. There they are mainly used in informative and evaluating genres. Metaphorization predominates in evaluating genres. We can say that nowadays journalists evaluate everything. This prevalence of journalistic genres substantially enriches a language in the process of its neologisation and consolidation of various set language forms, which are used as a cliché.

We try to classify metaphors according to their origin, compare them on the basis of ethnocultural means (distinctiveness in Russian, Slovak and English languages), classify

sociolinguistic solutions (politics, economy, culture, concrete extraordinary circumstances) and search for historical specifications in the process of making metaphors in particular languages.

In journalism, when evaluating reality through metaphors, there are language expressions used from one sphere in another one. For example, in the process of describing economical reforms, terms are used from a sports field: *reformy finišujú* - *reforms finish*, from health care: *šoková terapia reforiem* - *shock therapy of reforms*, and other different fields: *balíček ekonomických reforiem* - *package of economical reforms*. When using metaphorical means of classification, it is important to look for the main basis and ethnocultural differences in the usage of metaphors. For example, in the field of economical offence, in the Slovak language, a metaphorical express is used like: *tunelovanie, tunelári* - *asset-stripping, asset-stripper (well known from the period of time when the tunnel Branisko was built - in other words the meaning of the metaphors is overcharging and stealing)*. The Russian language does not know such a term, but English has got very similar expressions for the activity mentioned. Slip people, a person through whom a possession is obtained as a result of a criminal activity, are called *biele kone* - *white horses*. In the Russian language a direct term is used - *подставные лица* - *slip people*. If we compare the lexeme *drugs* in Slovak and Russian languages, its metaphorical picture will be the same, that is *biela smrť, белая смерть* - *white death*. I have not found a similar metaphorical description for *drugs* in the English language. The Slovaks, Russians and English speaking people name oil similarly as *čierne zlato, черное золото, black gold*. It is fascinating to know that the term *black gold* in the Chinese republic is used for a political corruption. When the Americans, by mistake, bombarded their allied troops in Iraq, the American journalists called it *friendly fire*, which could be translated into a Slovak language as *priateľský oheň* (the term, which in the Slovak language is: "...*friendly fire: blood and sorrow – an entertaining flash game for everybody...this game is mainly about improvement of guns and killing adorable pets...to destroy plush toys using 21 different weapons...you are wearing a smart hat and nice moustache...as a bonus you have a black eye...*") and into a Russian language as *дружественный огонь*. The expression *friendly fire* begs some kind of contradictoriness, something ironic and frightening at the same time. Maybe in the English and Russian languages this contradictoriness is considerably more than in the Slovak language. We have to think of the person who created such a play on words – *friendly fire*. It was not a Russian person or a Slovak one, but an American journalist. It is also a particular look at cultures of different nations, it is how they perceive and understand the outside world and how they can present events around them, like the operation, which was called by the Americans "*Freedom of Iraq*".

We could also mention the term *Big brother/Vel'ký brat/Большой брат*. Somebody can have some associations with a "container" reality show, in which all participants are watched in the most intimate situations. Someone, when hearing the term, thinks of the novel by George Orwell, *1984*, from which we know the statement *Big brother is watching you*. Orwell depicts a world, in which absolute totalitarianism rules the country, a world, in which a man cannot be hidden. And someone could think of *Big brother – USSR*. One term used for a variety of situations but the meaning stays the same.

As opposed to Slovak and English journalistic texts, the Russians do not forget about their history as men of consequence, because as a bearer of Russian culture these represent a huge wealth of culture and history which reminds one of real life values. A Russian journalist constantly turns back to the artistic and mainly literary spheres in order to more precisely, and with a little bit of exaggeration, express their opinion either about a particular event or to compare a political official to a fairy tale for example, but not always to the most positive creature in the tale.

Fairy tales are considered to be a bottomless well of truth and mental wealth. Through the prism of fairy tale creatures and events, which are in the role of metaphor, we can see and analyse the facts of current world history. In Russian journalism, a title is very often formed in the style of fairy tales, for example: "*Как Обама двух команданте рассорил – How Obama made enemies of two commanders*" (газета.ру, 27.01.2009). We can find such a style in M.J.Saltykov-Shchedrin works ("*Как один мужик двух генералов прокормил – How one muzhik took care of two*

generals") or in short stories by N.V. Gogol ("*Как поссорился Иван Иванович с Иваном Никифоровичем – How Ivan Ivanovich got angry with Ivan Nikiphorovich*"). Such a literary and historical reflection makes the impression of a smile but also creates interest. The article talks about the president of Venezuela, Hugo Chavez, and about the president of Cuba, Fidel Castro, who has always been called by Hugo Chavez "...отец, брат, учитель и товарищ...но, по-видимому, между двумя команданте пробежала черная кошка... – father, brother, teacher and friend...but, it is obvious that between the two generals a black cat ran past..." (ibid).

"*Живая вода России – Water of life for Russia*" (Nezavisimaja gazeta, 07.07.2008) – in the time of decrease of water sources, the Russians call drinking water as water of life.

"**Черный рыцарь** Обама победит в неравной схватке злого Кризиса – The black knight Obama will win in an unequal fight against cruel Crisis" (Nezavisimaja gazeta, 2009). From the first side the term Black knight seems a little bit mysterious, maybe cruel, but somehow noble. Yet when we look into the history we find out that Black knight in the Middle Ages was called a knight without a blazon. Such knights very often became soldiers of fortune and because they did not have their own armour bearer or varlet, who would hold their weapons, they painted their weaponry in black to protect it from rust. Black knight was also a knight who hid his symbols. The reason of concealing his origin might have been his participation in some risky political intrigues or events, which did not correspond with his high social status.

"Саркози хочет казаться Гулливером? – Does Sarkozy want to seem Gulliver?" (Komsomolskaya pravda, 09.09.2009). This a journalist's question when the French president was permanently surrounded by his employees who were of smaller stature.

The Russian anecdote shows us how easy it is to imagine the character of people by using only the names of several fairy tale creatures. Two friends are talking to each other: Hello Masha, hi Sasha. How are you doing Masha since you moved to your parents'-in-law house after your wedding? Oh, how can I be when "...Свекровь - баба-яга, свекр - просто Кощей Бессмертный, брат мужа - Леший, жена его - Кикимора Болотная. Одна я - Василиса Премудрая, а мой муж - тот еще Иванушка-дурачок. - My mother-in-law is baba yaga (an old hunched harridan occurring in fairy tales, usually having an eagle nose with a big wart on it, a representative of evil), my father-in-law is simply Kashchey Immortal (the tsar of evil, often depicted as an old skinny person with a long grey beard, often in the role of a person who steals the hero's girlfriend), my husband's brother is Leshchiy (an elf), his wife is Kikimora Swampy (a wife of elf, usually described as a young small thin humpbacked ugly old woman). I am Vasilisa Wise and my husband little Ivan-simpleton."

"*Diaľnicu do Košíc musel niekto zakliat'* - The motorway to Kosice must have been enchanted" (pravda.sk, 18.09.2010). Not only *Enchanted virgin in Vah* is a well known romantic ballad and other "enchanted" fairy tales, but also Kosice motorway may be sometimes seen as enchanted.

"Reči o **lietajúcom koberci** asi skončia na súde, varoval Vážny Figel'a - Rumours about the flying carpet will end up on the court" (pravda.sk, 03.09.2010). A present Minister of Transportation, Jan Figel, accused an ex-Minister of transportation, Lubomir Vazny "... z nehospodárneho nakladania s verejnými financiami pri rekonštrukcii priestorov pre ministra. Priestory dal Vážny zrekonštruovať vlni za pol milióna eur, pričom len koberec stál podľa zverejnených faktúr 40-tisíc eur. "Koberec za takú sumu by mal vedieť lietať," povedal pre denník Figel'...- of wasteful treatment of public finance when remodelling the room for the minister. Vazny had the room remodelled for half a million euro last year. The carpet, according to announced invoices, cost 40 thousand euro. "A carpet for such a price should be the flying one" said Figel for the newspaper... "(ibid)

"V súvislosti s **lietajúcim kobecom** podá Vážny žalobu na Figel'a - In connection with the flying carpet Vazny is going to sue Figel" (pravda.sk, 05.09.2010)

"*Zázrak v školstve sa nekoná - Miracle in education system does not act*" (pravda.sk, 19.08.2010) - the government committed to improve the quality of educational system. Yet, because of the budget and possible lay offs, the miracle will not happen immediately.



## 2. Metaphors and colours or "coloured metaphors"

A symbolic meaning of colours has been used for ages. When we look at the topic from a culturological point of view we realise that the meaning of colours vary from the western countries to the eastern ones. For example, the colour black in western countries is the colour of sorrow, sombre mood, drama, sadness, a great pain and other negative emotions, whereas in eastern countries the same colour is understood as the colour of purity, optimism, moral and virtuousness. So if we wanted to compare the meaning of colours in context of western and eastern Mass Media, we would find that the meaning of them is diametrically different.

We would like to point out several "coloured" metaphorical examples which have occurred in Slovak and Russian Mass Media. We are going to touch the language of current metaphors, but it needs to be mentioned that they were also used in the past.

*"Выборы по-черному – Elections according to black"* (Komsomolskaya Pravda, 01.09.2009). The information referred to the Sredneahtubinsky region's top management elections. Two of the candidates were Russians with African origins and that is why they called themselves *"афророссияне – Afro-Russians"* (the term Afro-Americans or black Americans are citizens of the USA or emigrants from the USA, who belong to a negroid race). One was called *"Обама-2 – Обама-2"* and the other one *"Обама-3 – Обама-3"*. The article also talks about *"загадочная африканская душа – a mysterious African soul"*. It is very common when talking about Russians as a nation with a mysterious soul, but as we can see the journalist played a word game and took the Russians' definition in order to describe the character of the two candidates.

*"Путин болел и за белых, и за красных – Putin has kept fingers crossed for both the whites and the reds"* (Komsomolskaya Pravda, 31.08.2009). Putin did not prioritise either of the two hockey teams.

The metaphorical meaning of white colour has been used since the Great French revolution when the whites were the supporters of Burbons. *The White Movement* was a military and political movement established during the Civil war 1917-1923 in Russia. The movement's aim was to overthrow the Soviet power. There are also well known terms such as *White army, White thought, White soldier, White guard, White nights* (northern nights when the sun does not set), *white ticket* (the same meaning as in the Slovak language *blue book*, which means to be exempted from military service), *White poems* (poems without verses).

When talking within a revolutionary terminology, the opposite of white is red. *The reds* are left oriented politicians in their political beliefs, *the reds* are revolutionaries. Nowadays the term is used for Robert Fico, ex-Prime Minister, and his supporters. There are also terms like *Red army, Red troops, Red decoration* – a decoration for civil merits, *Красный уголок – The Red corner* (a room intended for enlightenment, political and cultural activities).

*"Москва и Киев избавятся от черных списков – Moscow and Kiev are going to get rid of black lists"* (Komsomolskaya Pravda, 02.12.2009). In this case the black lists are the lists of non grata people. At the beginning of the 20<sup>th</sup> century the term *black lists* was used for revolutionary oriented workers, whose capitalists, by mutual agreement, did not hire or fired them as first.

*"Голоса из черного ящика – Voices from a black box"* (Izvestia, 02.06.2010). In the middle of last year, we often heard and read about an air crash, when the Polish president died along with his wife and other members of the government. *The black box*, which is usually of a bright orange colour, so it can be located quickly, we specify by this metaphorical term - thanks to the associations the Europeans have - death, tragedy, pain and other negative feelings.

*"Красные рубашки идут в бой – The red shirts go to a fight"* (Izvestia, 17.05.2010) *The Red shirts* are protestants in Bangkok who are demonstrating against the current government. They were originally voluntary divisions, establish in the autumn 1929 in the North-West border province of British India. The members of the divisions painted their shirts red, from which the name was taken. The members were usually the representatives of the urban petty bourgeoisie, students, intelligence

and farmers, who actively participated in fights against the English colonial rule. Currently *the red shirts* are the activists of the National United Front for Democracy and against dictatorship.

**Зеленые** – *The Greens* are not only animal and nature rights campaigners, but they were also, during the Russian civil war in 1919-1920, farmers' troops consisting of deserters who fought mainly against the Whites and sometimes against the Reds. The name *the Greens* came from the fact that they lived in forests.

**Голубые** – *The Blues*. From the middle of the 80s of the 20<sup>th</sup> century, *the Blues* were called homosexuals in Russia. The name came from the platonic idea of the love of heaven. In English speaking countries they are called *the Purples* or *the Pinks*.

"*Nemecko dalo zelenú vysýpaniu železa do oceánu – Germany has given the green light to dump iron to the ocean*" (SME, 26.01.2010). The state has permitted iron to be dumped into the ocean. The metaphorical expression was borrowed from transportation terminology.

"*Špecializovaný súd dostane zelenú – The specialized court is going to get the green light*" (SME, 16.06.2009). The same meaning of the metaphorical expression as in the previous example – the court is allowing something to be done.

"*Päť európskych krajín zintenzívňuje zelenú diplomaciu – Five European countries intensify the green diplomacy*" (SME, 10.09.2009). The syntagma the green diplomacy exists in both Slovak and English languages. It does not exist in the Russian language. The term refers to environmental politics and the activity connected with it.

We can say that a metaphor is not only a means of communication but also a double-edged weapon in the hands of a journalist. It is used by him or her to create a public opinion. It seems as if politeness, tolerance and good manners have disappeared from our society. This is reflected in Mass Media. Metaphors often force us to smile, sometimes may point out harsh and cruel truth. They make us think about what we hear and listen to. They also offer us a completely different view about seemingly obvious situations.

Watching and researching metaphorical expressions is a part of the Mass Media language analysis from an ethical point of view. In the process of looking for the real meaning, we also meet some untruthful statements. In some sense, Mass Media raise generations; they influence human opinion. That is the reason why we raise a question: What should a language be like and what should it serve? We do not think it is enough just to state that the main function of a language is communication. Nowadays Mass Media has raised up a very negatively thinking and depressive generation. From the observations we have made so far, we could say that most of the information we watch on the news is of a negative character (if we watch 20 news stories one after another one, just 3 or 4 are positive). People start to accept as fact that the world is full of evil, hostility, violence and other negative anomalies.

The aim of philological research, which is based on the linguoculturological methods, is a cognition of an ethnoculture through its language. We think that in the present the purpose of upbringing and education should primarily be the socialization of a person, which should proceed from a rich and objective knowledge base. Cross-cultural contacts are connected through cognition of a different ethnoculture via its language. Language is the main tool in the Mass Media world. We think that a great task for philologists is to try to protect friendly and positive communication.

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## Postmodern Opportunities of Freedom

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**Abstract.** The contribution deals with the role of freedom in postmodern era of pluralism, individualism, democracy and fragmentation. The analysis originates from the modernist concept recognizing negative and positive aspect of freedom exploring its new challenges. The scientific development is seen as the main source of inspiration for human freedom. The contribution confronts the traditional way of thinking with the new paradigm that have already been detected in society.

**Key words:** freedom, development, opportunities, self-realization.

### 1. Democracy, Individuality, Equality

The idea of democracy is preferably connected to two concepts. The first one can be seen in the concept of equality according to which: “(...) *creatures of the same species and rank, promiscuously born to all the same advantages of nature, and the use of the same faculties, should also be equal one amongst another without subordination or subjection*” [6]. Thus, equality worked as a guarantee of unalienable rights, among which are these most significant ones: liberty, dignity, happiness, righteousness, self-governing.

The second concept puts a stress on an individual being whose right is “(...) *to use and interpret experience in his own way. It is for him to find out what part of recorded experience is properly applicable to his own circumstances and character*” [7]. In accordance with this, needs, desires, interests, specific abilities and gifts of each member of community have to be taken into account. The contemporary democracy has inherited these two aspects from humanistic ideals of Enlightenment. Similarly, the Polish thinker Marcin Król [4] states that the democracy is based on two levels:

- a) Horizontal level expressing that a human nature is generally the same considering all human beings. This assumption creates a basis for equality and right to same opportunities.
- b) Vertical level stresses issues that are incomparable: culture, art, values, traditions, personal skills and gifts. These create natural differences that challenge the idea of equality. However, they used to be accepted as natural boundaries of human freedom.

However, the horizontal level has stated to threaten the vertical level [4]. Uniformity, sameness and ordinariness have been replacing individuality. We yearn for total equality so that we would be able to use all opportunities. Król [4] examines some mechanisms society uses to support this idea: low education and moral requirements, primitivism as a form of art style that enables also an ordinary performance to be an artistic production, popularization of classical literary works so than an average man could understand it, illusion of luxury gained by consumerism and mass production. All these try to remove natural differences among people.

Unfortunately, equality and individualism seem to be antagonistic features. On the one hand, democracy stresses equality enabling same access to all opportunities. On the other, there is a strong

tendency towards individuality detected especially in the competition of working process that definitely prefer efficient, hard-working, healthy, strong and independent workers. Although society prefers the idea of equality there are some areas governed by the motto of 'the survival of the fittest'. Actually, the uniting idea controlling both, equality as well as individuality, is freedom. However, there is a significant shift of the understanding of freedom. In the past the idea of freedom was connected to elimination of outer oppression (metaphysical, physical, material, social, political and religious) accepting natural restrictions freedom could not avoid: physical constitution of a person, cultural and religious background, skills and abilities an individual is born with, temperament, genetic information, unavoidable fact of mortality. Nowadays, the concept of freedom has been working more internally and individually starting to question fundamental guarantees of Western civilization: moral values, unity of time and space, physical, intellectual and moral integrity of a human being, psychological profile, mortality. They seem to be open to transformation. Definitely, Postmodern faces new opportunities in which freedom plays a crucial role.

## 2. The Notion of Freedom

In fact, the main goal of liberal democracy has transferred from the social, civil and political field of human rights we have mentioned with John Lock and John Stuart Mill to equal access to all opportunities and services offered by society. As Lipovetsky [5] suggests the ultimate objective of the process of individualization is total and undetermined self-realization. Thus, the potential of same opportunities for all members of society is the fundamental prerequisite to the idea of individualism. This idea is usually referred to as a 'negative freedom'.

The notion of negative freedom has been explained in various contexts throughout the modern intellectual thinking. Isaiah Berlin says: "*Liberty in the negative sense involves an answer to the question: 'What is the area within which the subject — a person or group of persons — is or should be left to do or be what he is able to do or be, without interference by other persons'*" [1]. In this meaning the freedom expresses the space one can act without others' interference. As we have stated freedom is understood as elimination of outer oppression and limitations including moral, religious, social, legislative, financial barriers. With the scientific and intellectual development, material comfort and secularization of society humanity has overcome most of them. Almost the whole population of Western world is born into the state of liberal, democratic and affluent society taking the negative freedom for granted. Thus, people can concentrate on further challenges. Therefore, if we are talking about freedom in postmodern period we tend to mean its positive aspect: self-realization. In this meaning, people are free only if they are able to take opportunities: "*The notion of freedom is connected to experience of freedom*" [4]. The passive chances are not taken into account. Due to the scientific, intellectual and social development more and more people have been participating in an active usage of freedom. What belonged to the science-fiction genre several decades ago is now on the verge of realization. The latest tendencies signify that the liberation is connected with elimination of everything that could influence human living accidentally and unpredictably including such areas like manipulation with human genes or gender. In this way, freedom means control. The ideal of society is the ultimate control over physical, intellectual, mental and biological life. The categories of fatality, good or bad luck, coincidence, miracles are being exterminated. People want to be the only masters of their lives.

However, in this point the idea of freedom questions ideas of individuality, uniqueness and originality. If it is possible to replace human organs, genes or significant features of character with 'more appropriate qualities' in the name of same access to opportunities, people are believed to be basically the same. Although this concept seems to fight against discrimination, it is inhuman. It treats people like machines with replaceable spare parts worshipping a superhuman, eliminating an everyman. And this is not the only one paradox the postmodern greatness is typical of. More are to come.

### 3. Boundaries and Opportunities

As we have already stated the idea of self-realization has appeared under two conditions. The first factor can be seen in the increase of individualism. The second influential element is the incredible scientific, technical and intellectual development providing an individual with astonishing chances how to improve, discover, support, entertain or even transform the self. What was impossible, unattainable, and infeasible hundreds of years ago is now reality. New borders of freedom can be overcome. Latest inventions and technologies are making our life easier and enable us to use human potential more effectively. Besides this there are some extra benefits the development offers. An interesting example can be seen in the issue of beauty. While in the past the quality of physical attractiveness was a question of fate (women were born beautiful or plain), nowadays a lot of cosmetics, professional beauty care and especially surgery provide every woman with this opportunity. It is a question of the good self management: personal effort, self control, discipline, strong determination. Thus, the passive chance is given to all women. The active usage is a question of personality. As Lipovetsky [5] states, woman's appearance reveals something about her personality, particularly: the ability to use opportunities. In this way, freedom is connected to one of the most respected quality: effectiveness.

However, the ultimate self-realization is only one aspect of the incredible progress. Another questions trouble the Western civilization: Are we able to use the incredible inventions to our benefit? Are there any boundaries we are to respect beyond which realization of freedom is destructive? Are we not going to break the fundamental laws of nature? Are we able to control our power? There is a lot of disagreement. In this point new and old worlds bump into one another.

Undoubtedly, science, technology and especially information technologies bring new dimensions of human freedom. However, while the old generation finds such things like contraception, genetic engineering, artificial insemination, plastic surgery threatening, for young people they are new chances how their life can be improved. As the generation educated out of religious and metaphysical concept they do not consider some achievements as things disturbing divine authority of God. There is no sacred awe of Creation since everything is an activity of humans. Young people see the man in the centre of the universe bursting with power, energy and potential to go further. The postmodern culture is Man – centered.

The same can be stated if speaking about moral issues. There is no opinion impossible to overcome. Firstly, plural society has introduced a liberal attitude to cultural differences. Secondly, liberalism has supported an individual moral code as well. The crucial role is played by postmodern agnosticism according to which we do not live in the world of truths but in the world of context dependent beliefs [8]. Another concept claims that there is not monistic and total explanation to the world but theories are subject to an alternation defeating one another [8]. As theories fail due to a little reference to a particular view of the world, the new paradigm should not be resisted to, but the opportunity should be seized. The Slovak thinker Vasil Gluchman [3] comments on a wide spread statement of the moral crises of the postmodern society. He states that these thoughts can be seen as an evidence of the decline of the theory which moral system and values have undergone the process of dissolution as not being able to fulfill people's needs and expectations. By saying this, he comments on the role of traditional values and the Christian code. They have started to be neglected by people as considered to be irrelevant to the contemporary situation.

The misunderstanding between the old and the new is also based on the point of view. The contemporary culture is typical of prospective perspective – it looks forward examining possible consequences of acting while the traditional view is retrospective. It points out at roots, bases, commandments that are recorded in Bible as the highest authority. In this way this concept reminds us of Plato and his sadness over the loss of the ideal state of society. A similar concept is offered in the story of the loss of Eden. It is nostalgia over the past and its admiration. However, considering the development, many scientific inventions as well as intellectual achievements came across the disapproval in the very beginning: heliocentric model of the universe, equality of people, education,

work and voting rights for women, children rights, pre marital sex, divorce, and homosexuality. Overall, they contributed to the quality of human life. Nowadays, authorities have started to be open to same sex child adoptions, euthanasia, and eugenics in order to eliminate tendencies to fatal illness or improve human hereditary traits. It is really questionable which perspective works as a natural line behind which the realization of freedom causes destruction and which, actually, is a cultural or religious prejudice. Opponents appeal to responsibility, foresight, prudence. Unfortunately, humanity lacks the ability to predict all consequences of the application of inventions achieved. Similarly, traditionally oriented thinkers warn us against moral perdition. The fact that cannot be denied is the narcissistic orientation of our culture that leaves no space for next generations beginning with environmental destruction and ending in low demographic growth. Commenting on the egoistic orientation of contemporary notion of freedom we can provide Erich Fromm's idea: "*The real opposition is that between the ego-bound man, whose existence is structured by the principle of having, and the free man, who has overcome his egocentricity*" [2]. He connects freedom with a larger scope of responsibility considering not only the individual but also the Universe as a whole. In this way, freedom related only to individual's self realization is a total misunderstanding of the role of the man.

#### 4. Conclusion

The term of freedom has undergone many changes in its understanding. Its negative aspect – freedom from outer oppression has been replaced with the positive concept – the ability to use opportunities, an active experience. On the one hand, it supports democracy, individuality and self realization, on the other it creates great paradoxes, brings inhuman and egocentric approach questioning also the ability to have the control over the development. The old and the new provide different attitudes to the new role of freedom contrasting tradition and new challenges.

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