

This poem was dated by 1937, it had been written shortly before the Second World War. At that time Hesse already felt the approach of inevitable disaster. The lyrical hero of the poem "The Poet" is aware that his duty will be performed when there will be peace. Indeed, in this case, people will no longer suffer. And the poet doesn't have to empathize people. Lyrical hero perceives his mission in it. In the poem "Recognition» («Bekenntnis», 1937), mental anguish of the character becomes weaker. He has found the solace in such concepts as "eternity", "unity" which are in the world and inside the hero. Hesse uses metaphors in the poem, for example: «Denn das Ewige, das Wesen, Weiß ich in mir selber wohnen» // «Because I know that eternity and existence live inside me». The lyrical hero has solved the riddle of the universe, and the burden of a lone creator-artist became easier: «Solche Bilderschrift zu lesen, Wird mir stets das Leben lohnen, Denn das Ewige, das Wesen, Weiß ich in mir selber wohnen. » [4] // «That's why I live sweetly, That these signs are clear to me, And in my soul – the solution of Eternity and everything. »

The evolution of the image of a lonely artist and creator can be traced in the creativity of H. Hesse. In the early stage the lyrical hero acts as a suffering soul that despises the world and exalts himself above it. Staying in the realm of dreams, the lyrical hero often doesn't notice the real events or people, appearing in his life. The lyrical hero is always alone with his thoughts, leads an internal monologue, being out, beholding the world, people, nature around him. Creative personality splits: lyrical hero is trying to find his place among the burgher world and the world of artists, wandering in search of truth and himself. Sometimes wanderings gain an aimless character in the eyes of the poet, because of uncertainty and fear of the future and rebellious soul wants to return to the past, to the days of childhood and adolescence, where you can find peace. The traveler is alone. In the later period of creativity H. Hesse the lyrical hero is already aware that he has come into this world with a certain mission. He feels that there will be time when he will find his true mission and, thus peace of mind, when his journey will end. The poet dreams about peace time and wants to teach people goodness, generosity, compassion. The lyrical hero feels the human trials and tribulations of the world, and he empathizes its alone. In the late period of the writer's work, we see already wise life of experienced lyrical hero. Previously he had struggled with loneliness and anguish, and now he accepts them and recognizes that this is his burden – the burden of the artist-creator. Lyrical hero has found the solace in such concepts as "eternity", "unity", which are in the world and within the lyrical character. H. Hesse used in his poems such artistic means as metaphors, epithets, rhetorical questions, exclamations and anaphora.

REFERENCES

1. Герман Гессе: собрание сочинений : в 8 т. / редкол.: Н. С. Павлова [и др.]. – М. : Прогресс – Литера, 1995. – Т. 4. – С. 321–421.
2. Целлер, Б. Герман Гессе сам о себе / Бернхард Целлер ; пер.Е. Нечепорука. – Челябинск : Урал LTD, 1998. – 310 с.
3. Beepworld. Hermann Hesse – Gedichte [Elektronische Ressource] / Hermann Hesse. Zugriffsmodus: <http://www.moemasala.de/hermannhesse.htm>. – Freigabedatum: 10.03.2015.
4. Deutsche Dichter. Hermann Hesse. Seine Werke [Elektronische Ressource] / Hermann Hesse. Zugriffsmodus: http://www.joergalbrecht.de/es/deutschedichter.de/werke.asp?Autor_ID=10&Autor=Hesse. – Freigabedatum: 10.03.2015.
5. Gedichte von Hermann Hesse [Elektronische Ressource] / Hermann Hesse. Zugriffsmodus: http://home.arcor.de/daikatus/folder5/a_div/hermannhesse4.htm. – Freigabedatum: 10.03.2015.
6. Homepage-Baukasten. Hermann Hesse. Gedichte [Elektronische Ressource] / Hermann Hesse. Zugriffsmodus: <http://lebensquell.de/tl/Gedichte-Herman-Hesse-.htm>. – Freigabedatum: 10.03.2015.
7. Poetry Verse. Hermann Hesse. Poems. [Electronic resource] / Hermann Hesse. – Mode of access: <http://www.poetryverse.com/european-poets/hermann-hesse-poems.html>. – Date of access: 27. 01. 2016

UDC 811.11

**SOCIO-CULTURAL PITFALLS MADE
BY RUSSIAN STUDENTS WHILE PRESENTING IN ENGLISH**

**ANASTASIYA SALAUYOVA, EKATERINA CHEBOTAREVA
Polotsk State University, Belarus**

The article focuses on socio-cultural pitfalls made by Russian students while presenting in English. In this article the socio-cultural pitfalls on linguistic, grammatical and stylistic levels are considered.

Cultural awareness is the foundation of communication. Cultural awareness becomes especially important when we have to interact with people from other cultures. People see, interpret and evaluate things in different ways. What is considered an appropriate behaviour in one culture is frequently inappropriate in another one. Besides, cultural differences will affect the norms of the speaker-audience relationship. Much of your success in

adapting to the audience hinges on establishing common ground and drawing on common experience. When you are speaking to audiences who are vastly different from you, it will take work to find out about the culture and experiences of your audience so you can adapt to them [1].

Russian-speaking presenters, however, tend to have some difficulties in following socio-cultural features that characterize the Anglo-American speech behavior. Russian-speaking presenters do not often see the difference between the concept of "report" typical for our culture and the concept of "presentation" which characterizes English public speaking traditions [2].

Let us consider what the distinctions between English presentation and Russian report are.

First and foremost, a presentation is always clear, logical, well-structured and organized. The "classic" presentation structure usually includes the following sections [3]: introduction, outline, main body, summary, and conclusion. In the introduction the speaker welcomes the audience, introduces himself and creates a positive emotional atmosphere. In the outline the speaker announces the title/subject, the purpose, a plan of a presentation. In the main body the presenter expands more on the main parts of the presentation announced in the outline. In the summary the presenter summarizes the key points briefly. And in the conclusion the speaker gives recommendations, outlook, etc., thanks the audience and welcomes the audience to ask questions.

Besides the structure, it is important to guide the listeners through the spoken information using signposts and language signals. They give an advanced view of the organisation of the whole presentation or its next section. Signposts tell the listener where you are in the presentation, where you are taking them next and where they have just been. Transitions may signal either the topic of the whole talk, the beginning or the end of a section of the talk, a new point in a list, a contrasting point, an example, or a point of special importance [4]. All these are not usually used by Russian reporters. As G. Elizarova says: "Russians are very much into theory; they use a lot of historical and philosophical digressions while talking, never coming straight to the point".

The second thing which is completely different is interaction between a presenter and the audience. Such interaction is appreciated and expected in America, but this is not so much the case in Russia. Sometimes Russian speakers seem uninterested in whether the listener understands or is interested in what they are saying; they rarely ask for feedback, while for English presenters "question time" is one of the most important parts of their performance. Using non-verbal signals (eye contact, gestures, body language, smile etc.) helps to attract audience attention and keep it throughout the presentation, but nevertheless, "Russians are not sensitive to the non-verbals and appear to be shifty-eyed", mentions G. Elizarova.

Another distinction between a presentation and a report is the way of giving the information. English speakers are usually well-prepared. They use a written script or slides which help them to memorize what to say at each step of their presentation. As a result English presenters sound natural and do not have to read the whole text from the paper. Russians, on the contrary, tend to avoid using visual aids and just read what they have written down. Consequently, their speech is less encouraging and do not attract any audience attention.

Unawareness of cross cultural differences mentioned above is the main reason for the typical socio-cultural pitfalls. According to G. Pavlovskaya, all cross cultural pitfalls can be divided into 3 groups: linguistic, grammatical and stylistic.

Socio-cultural pitfalls on linguistic level

Russian presenters often get into trouble with their "false friends". "False friends" are pairs of words in two languages that are written or pronounced identically or similarly but differ in meaning [5]. For example:

The technique they offer breaks down very often. (technique ≠ equipment, machinery)

You do not need any special instruments to install Power Point on your computer. (instruments ≠ tools)

If we realize our plan till the end of the fiscal year we will be able to break even. (realize ≠ fulfill)

If I am to become an aspirant, I will gladly make a deeper analysis of this issue. (aspirant ≠ post graduate student)

Another example of linguistic pitfalls is using pronouns. While talking about personal achievements in scientific work, expressing personal opinion or giving recommendations Russian and British/American presenters use different personal pronouns "I" or "we". According to statistical analysis by I. Vasilieva, the most frequent pronoun used by Russian speakers is "we" and it forms 95.5% of all the pronouns. While the usage of "we" by English-speaking presenters does not exceed 31%. Another startling fact is the difference in using the pronoun "I": 0.5% and 69% relatively. I. Vasilieva says that these pronouns have different meanings in different cultures.

For example, for English audience the usage of the pronoun "I" means:

- personal autonomy;
- personal commitment;
- being concerned with the discussed issue.

But for Russian audience the usage of "I" means:

- egocentrism;
- lack of modesty;
- arrogance.

The pronoun “we” is perceived by British/American listeners as:

- team work;
- avoiding personal commitment;
- being unconcerned with the discussed issue.

But for Russians “we” is perceived as:

- collectivism;
- modesty;
- experience and work of the group. [5]

Socio-cultural pitfalls on grammatical level

We can distinguish the following ones among this kind of pitfalls:

– avoiding imperative constructions. Imperative constructions and modal verbs expressing obligation may cause offence if they are addressed to British or American audience. So it is better to find English equivalents so that they sound appropriate for British and American listeners. For instance:

Don't ask any questions till the end of my presentation! → *I'd like to ask you to hold your questions till the end.*

You must demonstrate cultural awareness if you want to succeed presenting to an international audience.
→ *It's important to demonstrate cultural awareness to be successful presenting to an international audience.*

– asking polite questions. After or during a presentation the audience may be allowed to ask questions. There are different ways of asking questions in English. But to sound polite and friendly to an English-speaking audience, we should know how to ask polite questions. Here are examples:

Please, tell me... → *Perhaps you could tell me...*

Do you know/Have you any idea... → *Do you happen to know...*

I'd like to ask you... → *Do you think I could ask you.../I was wondering.../Would you mind if I asked...*

Can/will you tell me... → *Could you possibly tell me.../Do you think you could tell me.../Would you mind telling me.*

– avoiding passive voice. Passive constructions are used by English people mostly in written speech.

So when we speak by means of passive voice we may sound impersonal and the audience will fail to follow the speaker.

Socio-cultural pitfalls on stylistic level

Literal translation of idioms into English. The problem is that when Russians start literally translating idioms into English it turns to be a total mess that causes some misunderstanding. E.g.:

Ни рыба, ни мясо ≠ *neither fish nor meat* → *neither fish nor flesh/fowl.*

В рубашке родиться ≠ *to be born in a shirt* → *to be born under the lucky star.*

Он потерял голову от любви к ней ≠ *He lost his head because of love to her* → *He was head over heels in love with her.*

When you are communicating, you should always consider the audience – and particularly if you are giving a presentation. A “professional” presentation is one where you put the audience first. You think about how the audience would most like to receive the information you are giving. The key to an effective presentation is that you have a few main points that you want the audience to remember and that you highlight these points during the presentation in an interesting way. Knowing as much as you can about your audience’s cultural background before preparing your speech will ensure that you are more effective in delivering it. Speakers should be aware of cultural differences and public speaking traditions, demonstrate cultural awareness, search for and use culturally appropriate material. And as a result it will help presenters to avoid cross cultural pitfalls.

REFERENCES

1. What is Cultural Awareness, anyway? How do I build it? [Electronic resource]. – Mode of access: <http://www.culturocity.com/articles/whatisculturalawareness.htm>–Date of access: 03.01.2016.
2. Елизарова, Г. В. Культура и обучение иностранным языкам / Г. В. Елизарова. – СПб. : КАРО, 2005. – 351 с.
3. Comfort, J. Effective Presentations / J. Comfort. – Oxford University Press, 1995. – 80 p.
4. Anderson, K. Study Speaking / K. Anderson, T. Lynch, J. Maclean. – Cambridge University Press, 2004. – 223 p.
5. Павловская, Г. А. New Challenges In Public Speaking : учебно-метод. пособие для вузов / Г. А.Павловская, А. А. Махонина. – Воронеж : Издательско-полиграфический центр Воронежского гос. ун-та, 2008. – 80 с.
6. Павловская, Г. А. Педагогические условия формирования социокультурных умений публичной речи студентов в учебном процессе вуза : автореф. дис. канд. пед. наук : 13.00.02 / Г. А. Павловская, Л. Г. Кузьмина. – Воронеж, 2011. – 24 с.