TEACHING THE POLITICAL DISCOURSE IN RUSSIAN UNIVERSITIES

INTRODUCTION

Since Russia is the largest country in the world and one of the serious world partners of the United States in the field of politics and economics, but hardly ever shares the opinion of the United States on key issues, it is obvious that the maximum understanding of cultural and linguistic characteristics, as well as teaching the English language alongside with the pragmatic features of the United States in Russian universities, will help to achieve an escalation of mutual understanding between our countries. It is vital for learning foreign language to consider the speeches representing their country to the international society.

Politicians are obliged to take into account the peculiarities of the manifestation of the cultural identity of their people due to the need to consolidate ethnic groups living in the territory of one country, as well as to successfully build a successful multifunctional dialogue with other countries, form a certain image of their state, and defend the interests of their people in the political arena.

While teaching students it should be taken into consideration that culture and linguistics can not only deepen the degree of mutual understanding within the country in a multicultural environment, but also set a vector for the preservation of ethnic uniqueness in the context of globalization. The set problems in modern linguistics in different countries is touched upon in every possible way, however, there are relatively few similar studies from the perspective of pedagogy, which gives our research special significance. Bearing in mind geopolitical, historical, cultural and political factors in our work, we made an attempt to highlight the main features of teaching political discourse in English for students of political and economic sciences in the context of pragmatics, vocabulary, grammar and other aspects.

The main purpose of the present research is to create for students from political or economic courses in Russian Universities an example of tasks for lessons within the framework of the communicative method, which will comprehensively reveal the specifics of American political discourse in terms of semantics, pragmatics, vocabulary and grammar. In order to achieve this aim, we have some tasks to be completed:

1. to get acquainted with the existing theoretical base in Russian and international linguistics;
2. to consider the interdependence of language and culture in a political aspect;
3. to analyze the main characteristics of political discourse;
4. to select practical material that gives the most complete picture of modern political discourse based on the materials of the speeches of the former and current USA Presidents: Barack Obama, Donald Trump and Joe Biden;
5. to analyze and compare the speeches of these politicians in the aspect of teaching university students;
6. to conduct a discursive analysis of the selected speeches, pointing out the things that should be highlighted and studied during the course;
7. to structure the data obtained during the analysis and prepare tasks/lessons.

In order to successfully achieve mutual understanding between representatives of different linguacultural societies, it is necessary to take into account not only linguistic components of the communication process, but also cultural ones. In this regard, this study is carried out within

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the framework of discourse analysis, a relatively new group of paradigms and methods in social and humanitarian sciences. So, the implementation of the purpose of this academic paper involves the use of the research methods, namely: comparative, discourse and pragmalinguistic analysis, continuous sampling and quantitative methods.

The material for this study consists of 5 video recordings of the speeches of the US Presidents Trump (3), Biden (1) and Obama (1), since they were or are, over different periods, the faces of their countries, people who played or play the first roles in the political arena.

The theoretical and practical significance lies in the further possibility of using the collected material in teaching political discourse and other courses connected with political linguistics, pragmalinguistics. In the course of the comparative analysis, the main distinctive features in the political discourse of the United States were concretized and options for teaching these features were presented, taking into account the communicative method of teaching, the result of the analysis of speeches can be applied in related areas. The results of this study can be applied in lectures and seminars on a number of subjects: pedagogy, pragmalinguistics, discourse theory, theory of intercultural communication, practical course of English, political English, etc. In addition, the results of the study can reveal the peculiarities of the mentality and culture of the selected country.

RESEARCH BACKGROUND
The theoretical basis of this study was the works of Russian and foreign linguists in the field of linguo-pragmatics (Sternin; Sternina; Larina; Ponton; Anna Wierzbicka), discourse analysis (Karasik; German; Leontovich), in the field of political discourse (Forsby; Chilton; Holl; Barker; MacKenzie; Green), critical discourse analysis (Van Dijk and others), the features of the discourse of individual politicians are actively explored by P. Grace, J. Austin, J. Searle, D. Gordon, J. Lakoff and others.

Why is it necessary to study foreign language in close connection with the culture?
Language is inextricably closely linked with culture, language as well as cultural formative factors make human minds. First of all, they are highly dependent on each other due to the way in which they invariably influence, change and construct each other. This was made clear by the work Kramsch (1998), in which she focused on “cultural reality”. Within the framework of this idea of cultural reality, it is envisaged that language expresses, embodies and symbolizes culture. It is these relationships that help shape the spectrum in which language users identify themselves and others. This is mainly done using a codified system of signs or semantics, understandable within a particular social group.

Due to accelerating globalization, social conventions and communities of people speaking the same language are becoming more diverse, with the result that changes in culture and language are more obvious, rapid and critical. Perhaps this is what led to the transition from the Chomskyan-inspired formalistic perspective, from which language was “a fixed, universal property of the human mind …” (HALL, 2012, p. 19), to the post-structuralist, sociocultural perception of the language. Following Himes (1974), we agree with the proposition that social knowledge shapes and gives meaning to linguistic forms. Himes' approach differs from the formalistic perspective and gives rise to the idea that culture and language are both the results of exclusively social activity, and dynamic, independent, living.

This idea is also supported by the reference to Halliday’s work, which describes the dependence of the process of formulating meaning as a result of decontextualized rules and the possibility that meaning is actually formed through sociality. The historical perspectives and events that shape discourse have a tremendous impact on culture and are therefore closely related to changes in language. The connection between culture and language cannot be explained without turning to discourse.

Today, the political stability of the United States is in question, which is primarily due to the tension in trade and political relations with Russia and other countries. It is customary to talk about the types of discourse and its varieties without resorting to the criteria of national identity, while in any of the countries, according to D. Alkebaeva “discourse is the main form of communication”. 

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Discourse is subdivided into written and oral, each of the acts of communication is carried out with a specific purpose - while there is an impact on the addressee of the appeal by various methods. The main classification of discourse was proposed by V.I. Karasik, distinguishing two of its types: 1) personal (personality-oriented), in which the speaker acts as a person with all the wealth of his inner world; 2) institutional (status-oriented), in which the speaker acts as a representative of a certain social status (KARASIK, 2000). A similar division of the discourse on the personal and the institutional is also supported in the works of P. Grace, J. Austin, J. Searle, D. Gordon, J. Lakoff, discourse classification criteria apply to the addressee and the addresser. The first type of discourse means communication in the form of a monologue and the desire to come to a reduction in the communication distance. The second type is communication in a status-role relationship and other verbal interaction of representatives of social groups with each other.

POLITICAL DISCOURSE: DEFINITION, STRATEGIES AND TACTICS APPLIED
Institutional discourse is communication within the framework of status and role relationships. In relation to modern society, the following types of institutional discourse are distinguished: political, diplomatic, administrative, legal, military, pedagogical, religious, mystical, medical, business, advertising, sports, scientific, scenic and mass information (KARASIK, 2000). He emphasizes that this list is not strictly fixed, it can be changed and expanded. Let’s dwell on political discourse in more detail. Taking into account the definitions of political discourse given by various authors (POCHESPTSOV, 2000; CHUDINOV, 2007; SHAKHOVSKY, 1998; SHEIGAL, 2004) we mean political discourse “the totality of all speech acts, as well as public speeches, traditions and experience, which is defined and expressed in the form of verbal formations, content, subject, the addressee of which belongs to the sphere of politics.

Speaking about political discourse as a type of institutional communication, we, first of all, propose to consider the specifics of its discursive content. As Van Dijk (1997) explains, political discourse analysis can refer either to the analysis of political discourse, defined as the text and conversations of politicians in explicit political contexts, or to a political, i.e., critical, approach to the analysis of discourse. Thus, political discourse analysis is concerned with the study of the nature and function of political discourse and critique of the role that discourse plays in the creation, maintenance, abuse and resistance of power in modern society. Van Dijk (1997) insists that such work “should be able to answer genuine and relevant policy questions and address issues that are debated in political science” (VAN DIJK, 1997, p. 11–12). Chilton (2004) bases his approach on the fundamental question: “What does the use of language in the context we call politics tell us about people in general?”

Political discourse as a kind of persuasive discourse which is marked by manipulative specificity, which is expressed in the provision of speech impact on the addressee in order to introduce cognitive changes in his picture of the world, which will entail the regulation of the addressee’s dispositions and activities in favor of him/her. By persuasiveness, researchers understand the influence of the author of an oral or written message on his addressee with the aim of convincing him of something, calling for him to commit or not to perform certain actions. In persuasive communication, a person consciously produces statements that are aimed at causing a certain reaction in the recipient. Speech influence is carried out through communicative strategies and tactics, the essence of which is to operate on the addressee’s knowledge, on his value categories, emotions, and will. A communicative strategy can be called a set of measures to implement the speaker’s communicative intentions, the development of which takes into account the conditions in which communication takes place. The implementation of a particular strategy occurs at the expense of tactics, which represent a specific stage in the implementation of a communicative strategy, which is characterized by a certain set of techniques that determine the use of certain linguistic means.

This issue reveals the relationship between language, politics, culture and cognition, as well as the linguistic basis for studying these connections and the characteristics of political thought and behavior. Such work is concerned with understanding the language practice by which politicians “fill their statements with evidence, authority and truth” and thereby achieve legitimacy in specific political contexts. Chilton connects the emergence of this linguistic
approach with the transition of a cohort of linguists from the generative structure of Chomsky to the social semiotic and systemic-linguistic structure of Holliday.

Studying how people use language, how words shape people - what words and phrases they unconsciously choose and combine - can help us better understand not only the culture or identity of the nation but make predictions after getting the inner meaning of the words said.

In modern scientific literature there is no unified, generally accepted classification of strategies and tactics of political discourse. Among communicative strategies, the following types are distinguished: discursive, stylistic, semantic, pragmatic, rhetorical, conversational and so on. Sheigal names among the strategies of political discourse the strategy of veiling, obscuring unwanted information; a mystification strategy (hiding the truth, deliberately misleading); strategy of anonymity (depersonalization) as a method of removing responsibility (SHEIGAL, 2004). All of these tactics and strategies are wrapped in stylistic tricks that politicians use in their speech. The next part of the paper provides us with some appropriate exercises and explanations to them.

**TEACHING THE POLITICAL DISCOURSE**

We consider that teaching of the peculiarities of style and the polysemy of phrases and expressions used by politicians can bring us closer to understanding both American English and the references and multiple meanings hidden in their speeches. For example, how does Trump demonstrate and root in the minds of Americans the idea of "American Exceptionalism"? In order to realize the way of thinking he uses in the right way, it is needed to build the structure of the lesson or exercises, teaching the language he speaks, to teach the usage of communicative method which is full of practice and which is built in a strict way. Considering that the students work at different rates and they have different understanding, memorization, internalization of knowledge, linear passage of the material at the same time by all is the least effective. Therefore, it is much more useful to organize the execution of the same exercises according to the method of interchange of tasks. At first, the students perform these tasks in small groups or pairs, according to the algorithm thought out by the teacher, and the poorly performing exercises are given easier and less volume, the strong students are given more difficult exercises. The teacher moves from group to group or pair to pair, providing the necessary assistance. Later each student has understood and done everything correctly, he/she works in cooperation or collaboration with the others. After such work the student will be ready to complete more complex tasks. The main advantage of this technique is skill automation. Repeatedly explaining to others and jointly completing a new task, each child firmly assimilates the material itself, but at the same time, he develops a culture of mental work, general educational skills and the ability to communicate with any type of personality. In the process of educational communication, the social qualities of the individual also develop - responsibility for oneself and for others,. The desire to complete the work begun, self-respect and a comfortable state in joint work, understanding the social significance of cooperation. With a linear passage of the material, the student is not able to fully realize his/her capabilities.

There are three types of political language (media/diplomatic/academic). Media language (examples are taken from newspaper, specialized magazines, news broadcast) should be studied in the Bac. To get a Master’s degree, it is needed to start studying the Academic or "scientific" political language. Due to the time limits of such courses, students have to do a huge amount of work on their own. Aims that should be reached during the course:

- vocabulary expanding;
- learning the important data such as differences in political systems in countries, the most used abbreviations, geography;
- complex and detailed understanding of the authentic English texts;
- understanding of the politeness theory which is used in all discourses of formal language;
- grammatical techniques which are used in political discourse.
In order to fulfill the aims mentioned above, there is a list of exercises, that can help to reach the main goals:

- translation exercise - to learn and practice new vocabulary, abbreviations, pronunciation;
- grammar exercise - to practice grammar;
- writing an essay - content-oriented work, to gather relevant information, analyze, make a conclusion;
- role play exercise - to practice vocabulary and grammar, perform the complete understanding of the current situation in the world and correct use of the means of expression in formal language, perform the ability to find the proper information, analyze it and make a spontaneous personal opinion concerning some points.

Taking into consideration aims that have to be successfully fulfilled during the course and exercises that needed to be put into practice, we can build the following lesson plan, time limit is 1 hour 20’:

1. greetings (aim - to greet students);
2. warming up (aim - to help student to start thinking and speaking);
3. lesson body (work with the prepared by teacher materials, learn necessary words/information, make the whole group discuss relevant points);
4. summarize - (to conclude the main ideas, give the homework).

There are detailed lesson plan points with relevant to our study descriptions and specific examples taken from 5 videos of the former and current presidents of the United States of America:

1. warming up (approximately 10-15 minutes)- the election date, procedure and details are to be known by students before watching this video. Discussion about the options which are presented in current elections in the USA, their similarities and differences. The teacher should mostly avoid the personal opinion and opinion of students in some “hot” questions not to start a political dispute. Just facts are to be discussed using the correct vocabulary and grammatical forms;
2. watching video (3-30 minutes), if the video is not more than 5 minutes - it is better to watch it one more time, if this video is more than 5-7 minutes - it should be stopped for checking the students' understanding;
3. regular question for general understanding, checking the understanding of the new words, unknown names of abbreviation (1-5 minutes);
4. exercises;
5. to summarize the lesson - ask students to retell the speech and give their own opinion concerning some points. In the next lesson all the vocabulary should be repeated, for the grammar practice - exercises should be done.

Example 1:Joe Biden’s full speech at the 2020 Democratic National Convention

I. Key/new words, expression and abbreviation (before watching is it necessary to put down this information on the desk/or the screen to let students read it, remember and write down it for learning by heart). Each of them may be described in English for better understanding, here they are: FDR (disambiguation) Franklin D. Roosevelt, BLM (black lives matter), darkness, unite, divide, former president, crisis, inequality, global warming, dignity.

II. Background knowledge needed for this video (before watching - checking background knowledge with students, teacher should prepare it in advance to tell the students. For example, in some kind of a game it is possible to ask what are their predictions about the difference between the colors of the states):
• Blue states are democrats, Red states are republicans. After describing the difference, students should name the color of some states on the map and say why this or that state is democratic or republican;

• the quote of Ella Baker, “Give people light and they will find a way.” (Discuss that she was fighting for African-American civil rights and she was a human rights activist. The students can discuss in pairs “Why is this mention relevant?” After that the Teacher gives some more quotes of a number of people, several of them are said by Ella. Students should get the right ones from all of them);

• the worst economic crisis since the Great depression (Discuss a little the Great Depression. When was it, what were the reasons and consequences? As an example, students can be divided into several groups and each pair can make a list of possible reasons/consequences to present them in a kind of a speech like they live in the Great Depression times and like they are some leaders of opinions);

• President Obama and I worked so last (Specify that he has served as a Vice-President after listening the part of the speech);

• Native Americans (Recall the history: who are they and what students know about them, exercise in one by one format);

• Kamala and I (Specify that he is talking about the new Vice-president - training of the feeling of the language and detailed listening skills);

• Floyd (Discuss the impact of this action on the American and global society. Divide students into 2 groups and set the debate: supporters of BLM movements and their opponents).

III. Means of expression are used in the video (after watching – to discuss with student the most interesting means of expression used by the speaker);

• “to rebuild the backbone of the nation” (metaphor);

• “Darkness of America” (the presidency or Donald Trump) (metaphor);

• “Not divide, but unite”. Not a partisan moment. That’s American moment. Campaign not for just winning votes. That’s for the heart and for the soul of America. Winning for generous not for selfish, winning it for workers who keep this country keep going not just for privileged few at the top.” (contrast);

• “perfect storm” (oxymoron);

• “but we know in our bones” (idiom).

IV. Grammar (after watching – to discuss with students the necessary grammatical pattern used by the speaker). If the level of the students is below B2, then it is possible to discuss only part of it;

• Modal verb + Perfect form – to emphasize that someone hasn’t done things in a proper way (Example: the president should have warned the citizens);

• Conditional I (If I am your president, I will unite…);

• Conditional II (if I were the president of America, I would …).

Example 2: Trump speech: ‘We’re going to the Supreme Court’ vs US Election
I. Key/new words, expression and abbreviation: ballot, political campaign, fraud, disclosure, Republicans, Democrats.

II. Background knowledge:

• the mention of Pence (note that he is the Vice-president);

• “Make America Great again” (specify that it is the main slogan of Trump).
III. Means of expression:
- tremendous victory (epithet);
- a major fraud of our nation (exaggeration).

**Example 3: President Trump Statement on 2020 Election Results**
I. Key/new words: Dominion system (Dominion Voting Systems Corporation is a company that sells electronic voting hardware and software, including voting machines and tabulators, in the United States and Canada), election, Republicans, Democrats, fraud.

II. Background knowledge:
- Dominion system (Dominion Voting Systems Corporation is a company that sells electronic voting hardware and software, including voting machines and tabulators, in the United States and Canada).

III. Means of expression:
- political machine (metaphor);
- open the floodgates to massive fraud (metaphor);
- tip of the iceberg (metaphor);
- dead votes (metaphor).

**Example 4: Obama’s Victory Speech 2012**
I. Key/new words, expression and abbreviation: governor, politics, campaign, patriotism, legacy, democracy, global leader, liberty, dignity.

II. Background knowledge:
- former colony (discuss the history of the USA);
- Joe Biden (recall that Biden was the vice-president);
- God Bless you, God bless The United States (non-official anthem of the USA, came originally from the song written by American composer of Jewish descent, born in the Russian Empire);
- Yes, We Can (Slogan of Obama’s political campaign).

III. Means of expression:
- “It moves forward because of you, it moves forward …” (repeat);
- “…as one nation - as one people.” (comparison);
- “…believing all the way to every hill to every valley…” (metaphor);
- “…generous America, compassionate America, tolerant America.” (repeat + epithet);
- “pledge to our flag” (metaphor);
- “This country has wealth more than any nation but that’s not what makes us rich.” (contrast);
- “We have the most powerful military in our history but that’s not what makes us strong.” (contrast);
- “terrible storm” (epithet);
- “You voted for action not politics, as usual.” (contrast);
- “frustrations of Washington” (generalization).
Example 5: Donald Trump’s victory speech
I. Key/new words, expression and abbreviation: Republicans, Democrats, independents, tremendous potential, competitor,

II. Background knowledge:

- “I've just got a call from Clinton…” (specify that she was his competitor).

III. Means of expression:

- “We will seek common ground, not hostility; partnership, not conflict.” (contrast);
- “…it is time to bind the wounds of division.” (metaphor);
- “…for those who have chosen not to support me in the past, of which there were a few people.” (joke);
- “renew the American dream” (metaphor);

There are a few examples of exercises based on material taken from the abovementioned speeches.

1. Warming-up (exercises mostly pointed at background knowledge):

   1.1. Before the lesson, display the presentation on the screen with key words and key quote/slogan of the lesson;

   1.2. Before watching the video with the mention of Blue and Red states - divide students into 2 groups: Blue and Red states and tell them to find information about their group, such as: the party and its ideology, key persons and key states. Then discuss all together the similarities and differences.

2. Lesson body (exercises mostly pointed at vocabulary and understanding skill):

   1.political       a. massive fraud
   2.tip of         b. our nation
   3.open the floodgates to   c. victory
   4.dead           d. the iceberg
   5.a major fraud of   e. votes
   6.tremendous      f. machine

Exercises for homework (exercises mostly pointed at writing and oral skill):

3.1. After the video with mentioning the quote of Ella Baker – “Give people light and they will find a way”, students can write an essay on different topics regarding one quote, for example:

   - Ella Baker, who was she and what did she do?
   - Do you agree with its statement or not? Why?
   - Can you name other activists and their key activity in the USA?

3.2. Give the following topic to prepare the speech at home:

   - Great Depression- reasons and consequences;
   - Native Americans - look back in history and present situation;
   - “God Bless you, God bless The United States” - non-official anthem of the USA, but where did it originally come from?

3.3. Role-play lesson in the form of debate regarding the situation with Floyd and statement “Black lives matter”. Supposed question:

   - Is the world becoming more and more tolerant every day or is it just an illusion?
   - Do you think that this murder was racist?
   - Express your vision of this situation?
3.4. Role-play lesson in the form of the election campaign. Divide students into 3 groups - Republicans, Democrats and electors. Students should prepare their political campaign and make the electors vote for them.

As for the home assignment, the best variant is to separate the group into 2 parts and ask them to prepare speeches on the discussed topic from the point of view of the Vice President or of Ella Baker with the opposite side from another party.

Having studied these examples we can clearly see that it might be difficult to understand the speech completely without knowing background information. These videos are related to the USA culture, so in order to get the complete picture the students need to know the history of the country (mention of native Americans, Great Depression, the main political figures) as all three speakers are willing to recall some important things for the country; political vocabulary in order to understand what they are said and be able to express their own opinion operating with these specialized words. Surely, we also have pointed the means of expression used by the presidents as taking them into account it will be possible to describe the style of speech both of each speaker and of Americans in general, for example the slogan of Trump “Make America Great Again” which can show us how big importance of the wellbeing of the country itself is for the people, or quite popular expression “God, Bless you and America” which is non-official anthem of the country written during World War I in 1918 and revised by the author in the run up to World War II in 1938 which performs us the religious side or the Americans. Besides that, to speak foreign language we should avoid direct translations of idiomatic expressions so that is why we also highlighted it as important information for learning. As far as grammar is concerned - it is supposed that students which start studying political discourse already have good level of English (Upper-Intermediate and above) so during this course we consider the repetition of the modal verbs, Conditional 1 and 2 as these grammatical patterns are mostly used to perform such strategies as veiling, mystification strategies, strategy of anonymity (which were mentioned above in this paper).

CONCLUSION

Studying any foreign language cannot be successfully fulfilled without knowing the culture of the country, the similarities and differences of native country and country of studying language. In the present paper we explored the political discourse of the English language - we started from the general definition of discourse and continued up to chosen for this study discourse. We defined the main peculiarities, strategies and tactics which are used in political linguistics. After the study we have found the appropriate material which was the speeches of the former and current presidents of the United States and have chosen 5 videos with the most interesting to our mind examples for performing our strategy of teaching student political discourse. We have tried to build appropriate, useful and fascinating plans of the lessons with examples of exercises that need to be done to get into political language. We confirmed our theory that it is impossible just to learn new words and operate without knowing the background information such as political system, history and culture, that is why we paid special attention to the most important historical events, names and general information of the country. We have pointed out the main grammatical patterns that have to be exercised in an automatic way in speaking as well as key words in this area that have to be learnt. We believe that during the special course it is highly important to tech language alongside culture as these two things are inseparable that we have performed in our examples of lessons.

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Teaching the political discourse in russian universities

Ensino do discurso político nas universidades russas

La enseñanza del discurso político en las universidades de Rusia

Resumo
Hoje em dia, há inúmeros cursos acadêmicos em que o discurso político é estudado. O presente trabalho analisa o ensinamento do discurso político americano em áreas acadêmicas russas como uma atualização dos aspectos mais importantes tanto das características culturais como do contexto histórico dos EUA que influenciam não só o vocabulário, mas também a semântica. Seleccionamos 5 discursos dos ex-presidentes americanos e do atual chefe a fim de analisar sua maneira de discursar do ponto de vista linguístico. Confirmamos a hipótese de que a língua não pode ser aprendida separadamente da origem, história e cultura do país. Portanto temos implementado alguns exercícios de desenvolvimento de habilidades orais, de escrita, de audição e de leitura. Avaliamos as características individuais de nossos estudantes bem como o campo de seus interesses usando uma abordagem comunicativa. Os seguintes exercícios são integrados em cursos da língua inglesa para fins políticos na Universidade RUDN.

Palavras-chave: Ensino superior. Métodos de ensino. Discurso político. Linguacultura. EUA.

Abstract
Nowadays there are great quantities of academic courses in which political discourse is being studied. The present paper analyzes the teaching of American political discourse in Russian academic areas as an actualization of the most important aspects of both the cultural features and the historical background of the USA influencing not only vocabulary but semantics as well. We have selected 5 speeches of the former and current presidents of the USA to analyze their way of speaking from the linguistic point of view. We confirmed the hypothesis that language cannot be learnt without country’ background, history and culture. Hence, we have implemented some exercises developing oral, writing, listening and reading skills. We have reckoned the individual features of our students as well as the field of their interests using a communicative approach. The following exercises are integrated in courses of English for political purposes in RUDN University.

Keywords: Higher education. Teaching methods. Political discourse. Linguaculture. USA.

Resumen
Hoy en día existe una gran variedad de las asignaturas académicas donde se estudia el discurso político. El presente trabajo analiza el estudio del discurso político de EEUU en el ámbito académico ruso como una actualización de los aspectos más relevantes tanto culturales como históricos que afectan no sólo el vocabulario, sino también la semántica. El artículo contiene el análisis lingüístico de los 5 discursos dados por Donald Trump y Joe (?) Biden, teniendo en cuenta la indivisibilidad del lenguaje del pasado histórico y cultural del país. Consecuentemente, teniendo en cuenta la individualidad y los intereses de los estudiantes de acuerdo con el método comunicativo, hemos implementado varios ejercicios orales, escritos, de audición y leer basados en los discursos analizados. Dichos ejercicios han sido añadidos para la asignatura del “English for political purposes” en la Universidad Rusa de la Amistad de los Pueblos (RUDN).

Palabras-clave: Educación superior. Métodos de enseñanza. Discurso político. La cultura lingüística. EEUU.