

«неаполитанцы ленивы – пицца, солнце и мандолина»; “*calabresi teste dure*” – «калабрийцы упрямы»). Стереотипы бывают разного типа: этнические (“*bestemmia come un turco*” – «ругается как турок»), сексуальные (“*l’uomo e` cacciatore*” – «мужчина – добытчик»), культурные (“*forte come un Ercole*” – «сильный как Геракл») и др.

### **Литература**

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## **STUDYING AND MASTERING PROFESSIONAL DISCOURSE**

Most of the papers on this subject are concerned with a rather special type of discourse: they deal with either spoken or written language which was produced in what could be called an "institutional", professional context. Despite the growing interest within discourse pragmatics for language produced within an institutional framework, existing publications tend to concentrate either on one specific type of institutional setting (e.g. business negotiations) or on one specific research tradition (e.g. conversation analysis). It is of interest to know that the subject matter may be approached from a variety of functional research traditions and methods, and in doing so cuts right across the spoken-written distinction. First of all, the authors scrutinize a variety of discourse types, such as business interaction, business letters, classroom talk, political interviews, press releases, etc.

Secondly, they show a variety of research traditions and methods at work, including systemic-functional linguistics, conversation analysis, social semiotics, ethnography, and cognitive grammar. Thirdly, since institutional communication takes place in various modes of speaking and writing, their papers tackle a variety of situations, such as face-to-face interaction, media interviews, group interaction,

news reports, and letters. Offering an introductory overview of the field of institutional discourse, we subdivide it into seven major categories: business, medical, legal, classroom, media, political, and scientific/academic.

Elements of all seven domains are under study. We aim at the presentation of a wide array of assessment and evaluation measures with regard to reading, written and/or visual literacy and discourse competencies in different institutionalised and non-institutionalised domains (e.g. school, vocational training, professional fields like business, journalism/media, any other biographically relevant learning context) from a clear-cut educational perspective. In recent years the economic policies of major financial institutions such as the European Union Central Bank, the U.S. Federal Reserve and other countries' central banks, and the International Monetary Fund have received growing media attention, reflecting increased public awareness of the impact of these institutions on the global economy and, more immediately, on the material conditions of our everyday lives. The book under discussion (Smart 2006) takes readers into one such site, the Bank of Canada, that country's central bank and monetary-policy authority. Drawing on qualitative data gathered over two decades (1984-2005) and employing theories of activity, genre, narrative, and situated learning, the book provides an ethnographic account of the role of technology-mediated discourse in the Bank's knowledge-building, policy-making, and communication.

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### **ПЕРЕДАЧА НАЗВАНИЙ ДОМОВ (НА МАТЕРИАЛЕ ТЕКСТОВ ПЕРЕВОДОВ ФЭНТЕЗИЙНОГО ПРОИЗВЕДЕНИЯ ДЖ. РОУЛИНГ «ГАРРИ ПОТТЕР» НА РУССКИЙ И НЕМЕЦКИЙ ЯЗЫКИ)**

Дом с названием, с собственным именем - явление, широко распространенное в Англии. Наименование домов можно рассматривать как одну из форм проявления индивидуальности англичан.