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**The Cognitive Approach
To Developing Language Creativity:**

Multidisciplinary Aspects within the Bounds of Political Discourse

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Key words:

- language creativity,
- cognitive analysis,
- push-word methodology,
- contrastive political linguistics,
- political discourse,
- teaching translation.

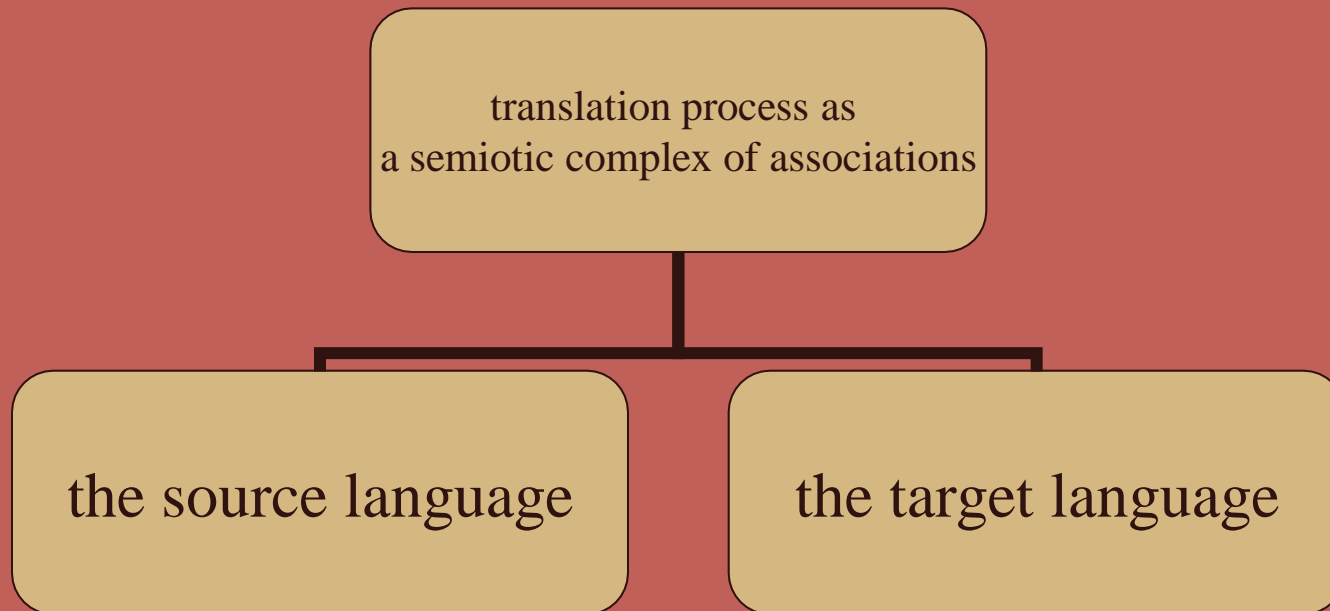


Contrastive political linguistics

- Our project implies studying the key cores of the political science notion system in the Russian and English languages.
- The research covers terms and concepts connected with the following fields of politics: state, government and governance, accountability.



«Choice is the heart of all creating,
and where there is no choice
there is no room for ingenuity».
Vilen N. Komissarov.



The Theoretical (Translatological) Background for the Research:

a translator's thesaurus

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graph TD; A[a translator's thesaurus] --> B[pivotal (steady) associative links]; A --> C[remote (weak) associative links];
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**pivotal (steady)
associative links**

**remote (weak)
associative links**

METHODS:

- the neurolinguistic approach;
- the human brain activity research;
- brain-imaging;
- the MRT-method.

■ *The main purpose of a teacher:*

■ to provoke

■ a creative translation decision.



Political Discourse Analysis:

■ cohesion + coherence
■ = sense (meaning):

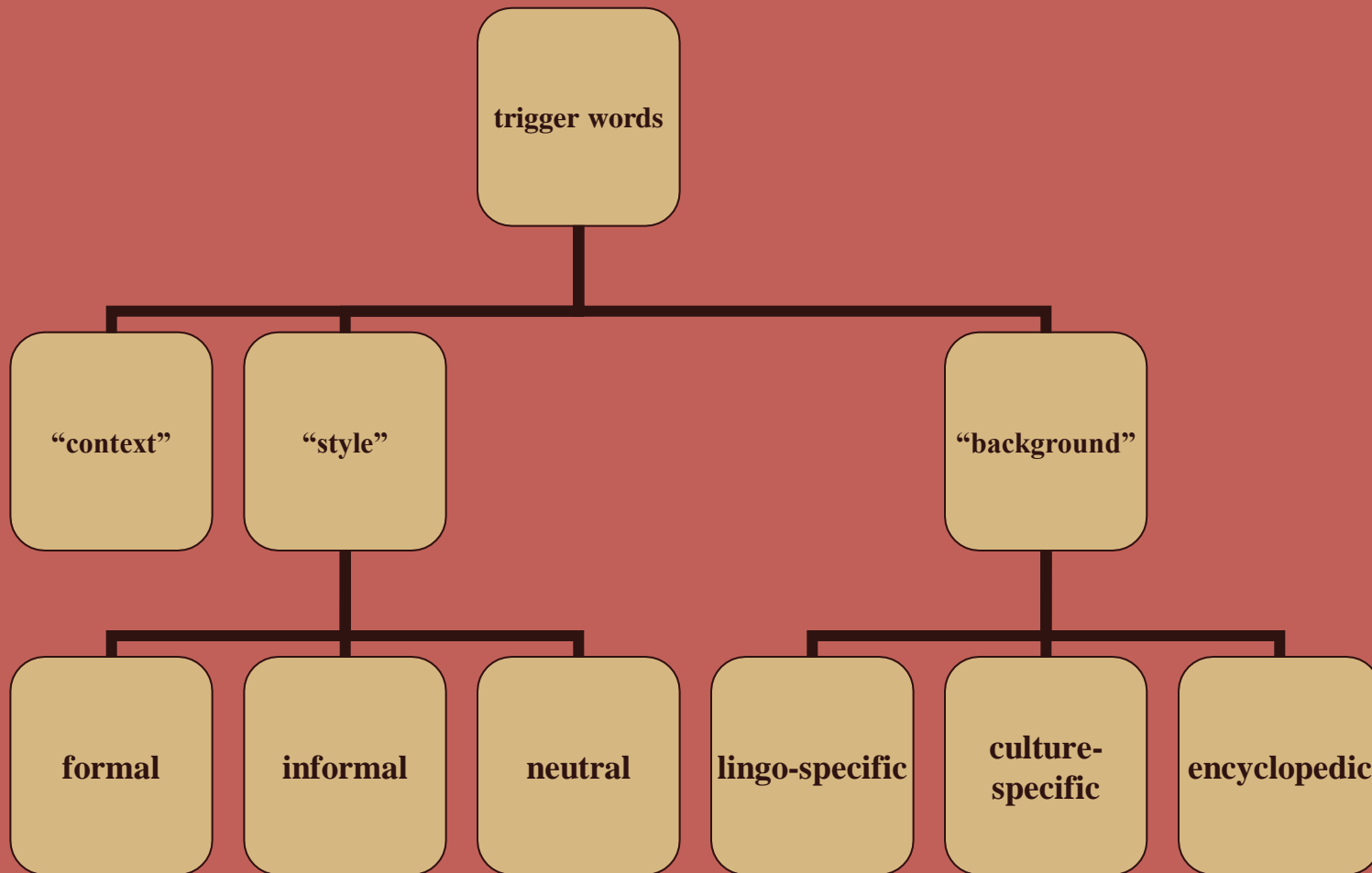
■ *Style:*

«The **President** said», «**tolerance** must not **be considered as a kind of** doctrine of universal forgiveness». (*the official UN statement*)

- The **American** President
- the **Australian** government

■ *Background:* “abolitionist” . (*the current meaning?*)

RESULTS:



The Novelty of the Results Anticipated

- The research of language creativity
 - is supposed to be carried out
- by the example of the discourse analysis of modern political terminology
- and other non-equivalent vocabulary within the bounds of political contexts
- while translating and comprehending foreign academic and scientific texts.



PROSPECTS:

■ In the course of the research it has been planned to create an integrated parallel bilingual thesaurus (glossary) comprising some definite representative cases of the examined subject fields of linguistic (political) realities units usage.

■ The algorithm:

■ certain definite conscious methodological steps

- there should be 3 students minimum in the group as the fewer students, the fewer versions of translation may be offered while we need the so-called “brain storming” to activate consciousness;
- students should be taught contemplating their task and building their own mental program of considering the task set;
- one should be taught to formulate the target clearly;



The Algorithm:

- the teacher should train the skills of the unfolded logical operation of categorization;
- one should be taught the skills of generalizing to see the whole image (cognitive frame) and then summing it up to be able to imagine its individual components (of the system) in order to activate the thinking thesaurus and the information stored in it (the holistic Gestalt-principle suggested by M. Snell-Hornby is fulfilled in making “the fan” of individual concepts, elements of the image concrete and clearly seen);





The Algorithm:

- one should be taught to analyze the least and less probable alternatives of the translator's decisions using the method of morphological analysis (according to N. Ovchinnikov);
- to teach (according to H. Altshuller, the author of the inventive TRIZ methodology) to formulate the ideal final result, in our case - the most acceptable final variant of translation.



Thank you for your attention!

 **Do not hesitate**
 **to ask your questions!**

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