

UDC 81-26

**TOURIST BOOKLET AS A VECTOR OF INTERCULTURAL COMMUNICATION
(ON THE EXAMPLE OF THE BILINGUAL TOURIST BOOKLET "THE BOTANICAL GARDEN OF PSKOV")**

MARIIA IPOLITOVA, NATALIA PITOLINA
Pskov State University, Russia

During the expansion of international cooperation and active information exchange, especially in the second decade of the twenty-first century, the problem of the relationship between culture and language comes to the front. In this regard, the role of creolized text in intercultural communication is growing.

In this research the creolized text is understood as a polycode text, "where iconic features along with verbal reproduce a picture of the world, a scale of values, aesthetic ideals of a nation" [1], and which deliver a variety of information with the proper communicative effect. Thus the creolized text has a significant influence on the recipient and can act as an effective factor in intercultural communication.

The object of our study is a bilingual tourist booklet on local lore topics. Having studied the scientific literature on the problem of the creolized text by various authors, we found that there is no unanimously accepted definition of creolized text, most often it depends on the author's research position. In our work, we took the point of view of modern Russian researchers who agree that the creolized text is a special phenomenon in which the verbal and non-verbal components form one visual, structural, semantic and functioning unit, which suggests its complex pragmatic impact (Sorokin Y. A., Tarasov E.F.) [2].

The creolized text has its own set of specific features and categories. Since a creolized text is a text, its main features include *integrity, coherence, articulation, topicality, logicality, temporality, locality, appraisal, composition and attraction*. The interaction of verbal and iconic texts ensures the connection and integrity of the creolized text, as well as its communicative effect. Nowadays enough illustrative material has been accumulated, which is characterized by the above-mentioned signs (posters, booklets, brochures).

Different types of creolized texts are distinguished by the following important criteria. Depending on the creolization degree they can be texts with *zero, partial and full creolization*.

In texts with *zero creolization*, the image is not represented and does not matter for their organization (a review or abstract of a scientific article). In the other two groups, the image participates in the organization of the text, the difference between is in the degree of connection between the verbal and visual components. So, in the texts with *partial creolization*, where the verbal part is relatively autonomous and the graphic elements of the text is optional, it is possible to say that verbal and iconic components are in auto-semantic relations (for example, *newspaper, non-fiction and artistic texts*).

In texts with *full creolization*, on the contrary, there is a great cohesion of components. Semantic relations are established between verbal and iconic components: the verbal text completely depends on the visual row, and the image itself acts as an obligatory element of the text. Such dependence can be, for example, in advertising (*poster, caricature, ad, etc.*), as well as in *scientific and technical texts*.

The classification of creolized texts is various, but as it turned out it can be reduced to a simple three-term classification, according to which the methods of creating creolized texts consisting of verbal components and images are divided into:

- a) *verbal text + image;*
- b) *image + verbal text;*
- c) *verbal text = image.*

The given classification is commonly used by linguists. The proposed classification based on the description of the nature of the transmitted information allows to determine the relationship between the components of the text, that focuses the researcher's attention on the question of the significance of a particular sign system. Thus, the classification basis is being changed, because the focus is on the degree of creolization of the text, and not on the correlation of its elements.

In this study, the basis *image + verbal text* is taken into account because, in our opinion, it fully reveals the content of the tourist booklet.

Also, for the completeness of the disclosure of the topic of creolized text, it is necessary to get acquainted with the instruments of creolization and functions. Among instruments of creolization are *the font, color, text background (color or illustration), spelling, punctuation and word formation, iconic printing symbols (pictograms, ideograms, etc.), graphic design of the verbal text (as a figure, in the column, etc.), kerning, leading*.

Linguistics, literature, philology

This study contributes to textual linguistics with an applied aspect of intercultural interaction. The objective of this research is to create a bilingual tourist booklet on the local lore theme “*Botanical Garden of Pskov*”.

The tourist booklet “*Botanical Garden of Pskov*” represents a printed product made on one sheet, folded in any way by parallel folds into several pages, and it opens out as a folding screen, small in size, made on high quality paper, it contains photos of the past and real days of the Botanical garden and most interesting representatives of trees, pictures of some distinctive features of plants. The booklet has an advertising function and an informational function.

The relevance and practical value of the tourist bouquet leaves no doubts. Pskov is one of the oldest Russian cities, widely-known not only in Russia, but also far beyond its borders. The city attracts a lot of tourists to the region. So this booklet may be interesting to guests and residents of Pskov, especially those who are interested in the nature of Pskov region.

In anticipation of the celebration of the 39th International Hanseatic Days in the city of Pskov, the booklet can get particularly required by guests and residents of the city.

As to the content of the booklet, it will provide information about the history of the botanical garden, which dates back to the end of the 19th century. As we know the founder of the garden was the director of the Pskov Real School, the teacher - naturalist Nikolai Raevsky. The official opening of the garden took place on June 14, 1878, when a greenhouse, flower beds, trees of various species had already been established here. In the 1900s, during the tree-planting holidays, the central alley of the Botanical Garden was planted along the fortress wall. During the fascist occupation of 1941-1944 the fence of the Botanical Garden was destroyed, the buildings were turned into ruins, rare species of trees were cut down. In the 1950s, the Botanical Garden was reconstructed, debris were cleared on its territory, paths for visitors were arranged, landscaping was carried out, including rare plants [3].

As well as information about the most interesting representatives of woody vegetation of the botanical garden, such as Amur velvet, Ussuri pear, Canadian spruce (gray), Siberian fir, Manchurian nut, which will be presented in the form of answers to the questions: “What does it look like?”, “How do they differ?”, this information will be accompanied by photographs of plants. In our opinion, information should be presented in an intelligible and pleasant way, which will help to better assimilate the information and possibly use it in the future. Perhaps for someone, this will trigger his or her interest in botany. Indeed, in our time of various gadgets, our eyes are all turned to the floor and not a lot of people do raise their heads to look at the surrounding reality. More and more people think in categories like *tree, bush, grass*, without going into specifics. The purpose of our booklet is to show the beauty of nature and variety of its forms, also, to make people think about themselves as a part of nature.

REFERENCE

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