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**Infotake in the structure of foreign language teaching
(based on the English language) for future diplomats**

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***Abstract.** The issues of conceptual and practical nature at the methodical level are analyzed. The specificity of teaching a foreign language in the context of diplomatic discourse are reflected. Information fake and its identification are the basis of opposition to the manipulative practice of foreign mass media. A methodological approach implemented in practice is presented, focusing on the development of countermanipulatory skills of future diplomats.*

Keywords: information fake; diplomatic discourse; foreign language

Teaching the phenomenon of professional communication within the framework of diplomatic discourse is a multi-stage and multicomponent process. The field of professional communication is directly a multidisciplinary field, within which the conceptual principles of modern education are manifested on the basis of a wide range of scientific and educational disciplines. Diplomatic discourse, in its turn, is an insufficiently studied area, while determining the prospects for joint development and cooperation that are important for countries and their peoples.

In view of the above, the relevance of the problem is reflected in determination of the issues list of theoretical modeling of training diplomats in the professional communication field. The global categories in this educational sphere are aspects of verbal and nonverbal professional communication. Diplomatic discourse, being one of the institutional discourse types, finds manifestation in public and non-public forms. The first of them is presented both in the oral speech version at the level of embassy reports, statements of

the Ministry of Foreign Affairs, and in the written speech version at the level of diplomatic correspondence, publication of official diplomatic information and international documents. The second of the above-mentioned forms of diplomatic discourse correlates with negotiations of various levels, consultations, meetings.

However, not all manifestations of the first and second forms are reflected in the structure of the planned educational process in foreign language classes. Recently, identification of fake information has become increasingly sought-after from a professional diplomatic point of view. This position was also stated at the conceptual level, which determined that within the framework of diplomatic discourse the concept of truth turns into the most relevant in the professional opinion [1; 2; 3]. Accordingly, a fake can be considered as the absence of truth. At the same time, a fake is characterized by a specific set, including fantasy, delusion, and lies. We have developed a classification of information fakes [4, p. 29], which involves their division into the following categories:

a) information manipulation as a means of influencing an individual, groups of people, masses to form intentions that do not correspond to their real desires or goals; it can be quantitative (leading to concealment and deception) or qualitative (implying falsifications and lies);

b) information ambiguity as a means of providing information that can be interpreted ambiguously or heterogeneously;

c) informational inappropriateness in the role of presenting data means when they do not correspond to the context or situation;

d) disinformation, implying the provision of false information for the purpose of misleading;

e) alternative facts, including substitution of concepts, as well as the false data paraphrase;

f) deep fakes, implying the use of false information in an ultra-reliable realistic shell due to the use of modern digital technologies.

In this regard, it is necessary to introduce a special course on identifying fake information and developing skills to counter it within the framework of foreign language training. It is required to develop and implement a fake identification algorithm in the foreign language educational process of preparing students for diplomatic orientation. One of the variants of such an algorithm is becoming widespread in the structure of the foreign language educational process of the Diplomatic Academy of the Ministry of Foreign Affairs of the Russian Federation.

As part of professional training in a foreign language of diplomatic orientation, students study ways to recognize fake information. Some of these methods include:

a) focusing on deceptive headlines and opinions that are presented as facts, when in reality they are a distortion of facts, fully constructed facts or predicted details;

b) using reverse image search in Google via Google Reverse Search to expose photo manipulation;

c) search for video original, contributing to the identification of video fakes;

d) verification of authentic statements of experts or credentials, qualifications of the so-called experts or unrepresented experts, pseudo-experts to detect fake data;

e) validation of the original articles of top media to determine fake information events.

In order to counter fake information, it is necessary to identify it initially. The methodology of recognizing and countering fake information covers the methods of text analysis from political and socio-cultural positions, contextual content-semantic analysis of media texts, and associative experiment. These methods of work are reflected during planned classes on foreign language professional training of students. The practice of methodical work with students also shows that fake information, reflecting the differentiation into verbal (based on texts or speeches published in the media) and mixed (including texts or speeches in combination with photo or video materials) fakes, does not provide an identical approach to its determination. The most difficult category of information fakes in the identification process is mixed fakes. The latter require additional time resources and special equipment for detection. Accordingly, this approach in the work provides for the planning of a special course aimed at identifying fake information in the media and countering it.

These conceptual and practical guidelines reflect the vision of professionals in the diplomacy field, defined by Russian Foreign Minister Sergey Lavrov. As the head of Russian diplomacy indicated, a diplomat should ideally know at least two foreign languages, be ready for serious immersion in global problems, and know the facts down to the smallest detail [5]. Such work, manifested in the development of countermanipulatory skills of students-diplomats at the stages of perception and evaluation of information, becomes the basis for the formation of global problems understanding.

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Инфофейк в структуре обучения иностранному языку (на материале английского языка) будущих дипломатов

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***Аннотация.** Анализу подвергнуты вопросы концептуального и практического характера на методическом уровне. Отражается специфика обучения иностранному языку в контексте дипломатического дискурса. Информационный фейк и его идентификация являются основой противостояния манипуляторной практике зарубежных средств массовой информации. Представлен реализуемый на практике методический подход, ориентирующий на развитие контрманипуляторных навыков будущих дипломатов.*

Ключевые слова: информационный фейк; дипломатический дискурс; иностранный язык