

Welcome to Volume 3 Issue 2 of “Professional Discourse & Communication” – the comprehensive platform that brings together researchers in different areas of inquiry with the focus on linguistic aspects of professional interaction and practices of teaching languages for specific purposes. The editorial team has set a goal to create an international forum for both well-established scientists and new researchers, and now in collaboration with the Organizing Committee of the First International Scientific Conference “Interlingua-2021” the journal presents its first Special Issue on the theme of **“Professional communication across cultures”**.

This Issue presents a range of articles by authors from Russia and Slovakia, including research papers on different kinds of professionally-oriented institutional discourse, considered through the lens of cross-cultural cooperation: culturally tinged political communication, the discourse of mass media, literary and poetic discourse as reflected in the process of teaching foreign languages, problems of streamlining professional pedagogical activities while helping students adopt and even assimilate other cultures.

The authors of the selected articles cover an array of problematic areas of study, namely aggressively negative representation of migrants in manipulative political rhetoric; metaphorization of precedent names from literature in the description of high-profile political events in mass media; literary discourse as an embodiment of energy, spirit and soul of both language and the writer; adequate deciphering of the specific cultural codes of foreign literature to optimize students’ perception of literary discourse; teaching poetry as a non-linear approach to the study of foreign language and culture; ecotranslatology as a helpful means of teaching translation and cross-cultural communication; the mosaic thinking as an impediment to effective teaching translation to students and the formation of professional translator’s mentality.

The opening paper “*‘Sorry, I don’t want them here’. Migration in Slovak political discourse*” by Radoslav Štefančík and Andrej Kiner raises an important problem of biased representation of social groups, in this case – migrants, in political rhetoric, dominating in Slovakia. The authors analyze numerous speeches of prominent political figures to reveal the functional role of language means in shaping attitudes against migrants and creating stereotypes that may potentially have a negative effect not only on the national policies, but also the mentality of the country’s citizens. The article can be of interest to linguists, experts in political science and specialists in international affairs.

In “*Literature as a source of metaphorical modeling in Russian media discourse*” Linda Krajčovičová studies the functional loading of precedent names from literature in the media coverage of highly important international political events, such as Brexit. The author analyzes impressively extensive empirical material, comprising over 400 fragment of Russian media discourse to reveal the cognitive-discursive mechanism of metaphorization, which leads to desemanticization of intertextual elements and results in generation of cultural stereotypes. The results of the research, presented in the paper, indicate that intertextual means, especially allusions to British and less often European literary texts, can serve as a powerful tool of speech manipulation in the Russian press.

Yuliya Mironova and Tamara Sokolskaya in “*Literary discourse as a cognitive dialogue about ‘Language as the house of spirit’*” focus on the so-called internal life of

the literary text and base their research into the cognitive realm of literary discourse on the notions of energy, synergy, life, power, spirit and soul of the text. The concept of a poetic text, which is a verbal vessel for the dynamic semantics and the fusion of cultural elements, is thoroughly described and illustrated with carefully selected vivid empirical material. Blending somewhat philosophical, biological and physical methodological apparatus with linguistic analysis allows the authors to present an original multidimensional image of the discourse as an amalgam of language, minds, meanings, esthetics and culture, which can be of real practical value for those who teach literature, especially to non-native speakers.

Vadim Sdobnikov's *"New tasks of translation teachers: the challenge of mosaic thinking"* is devoted to the significant (and basically destructive) role mosaic thinking of students plays nowadays in the educational process. The author demonstrates that this phenomenon is a serious threat to the formation of professional translators' mentality and core professional competences of future interpreters. The paper overviews philosophical, psychological, pedagogical aspects of mosaic thinking and sums up prof. Sdobnikov's own personal experience of teaching translation to university students to come up with a strategic list of problems that need to be systemically solved to overcome this barrier to professional growth.

In *"The theory of ecotranslation in the development of translation skills of Chinese students"* Lilia Petrova and Sun Jikhao investigate into the phenomenon of the ecosystem of translation, which is understood as a complex interconnectedness of the original text, its language and the language of translation, activating the synergy of language, communication and culture on the one hand, and the cooperation of the author, readers, the translator – on the other. The authors of the paper conduct an experiment, involving more than 30 Chinese students to analyze the application of the theory of ecotranslation to the educational process and the development of professional competences of future translators from Russian into Chinese. Considering theoretical principles in teaching practice helps identify major difficulties students experience when working with literary texts, which gives an opportunity to train required skills, linguistic intuition and creativity in problem solving.

*"The perception of literary discourse by Slovak students"* by Andrea Grominová and Josef Dohnal deals with teaching Russian language and culture to Slovak students through the meticulous studies of literature. The authors argue that reflective, analytical approach to discourse in the classroom and deciphering cultural codes, hidden in the pragmasemantic space of written texts, can raise effectiveness of teaching Russian as a foreign language as well as make lessons more exciting, better motivating and overall more dynamic, enhancing students' communicative skills, professional competences and the ability to perceive fiction in a qualitatively new way.

A similar problem, but concerning poetry as a source of teaching material, is regarded in *"Exploration of poetic texts by foreign students within the framework of modern poetic discourse"*. Olesya Medukha looks at the issues of distance learning and teaching Russian language and culture through the analysis of poetic texts with the help of unconventional methods, such as using Google Street View technology to provide students with important extralinguistic context for a better understanding of symbols, references, allusions and other culturally relevant clues to decode poetry.

At the end of this Special Issue Marina Matytsina presents a report on the First International Scientific Conference “Interlingua-2021” that brought together researchers and practitioners in linguistics, cross-cultural studies and education from different countries to reflect on the current trends and problematic areas in professional communication.

We hope our readers will enjoy the selection of papers chosen for the current issue of the journal. We really appreciate all the authors’ contribution and would like to thank them for the quality articles they submitted.

**Editor-in-Chief**  
**Dmitry S. Khramchenko**