INTRODUCTION TO VOLUME 7 ISSUE 3

Dmitry S. Khramchenko, Editor-in-Chief

Welcome to Volume 7, Issue 3 of *Professional Discourse & Communication.* This time, we present a compelling group of articles that collectively examine the precise functional-pragmatic and cognitive-discursive mechanisms by which language and communication in professional and institutional areas actively construct our socio-political and cultural worldviews, solidifying our identities and modifying perceptions.

This issue features works by authors from Russia, Nigeria, and Finland, who cover a wide array of research topics – from the semiotic battles waged in political advertising to the metaphorical scaffolding of motivational speeches, and from the methodological debates in academic research to the delicate art of properly translating endangered folklore, showing how semantics and pragmatics of speech is systematically established and preserved through specialized communicative practices.

The articles, taken collectively, center on three primary thematic axes that are fundamental to the study of professional and institutional communication: how linguistic means of discourse create and sustain institutional image and power, the codification of knowledge in the educational sphere, and the linguistic characteristics of specialized professional genres. The types of discourse analyzed in Volume 7, Issue 3 are correspondingly broad, including political campaign discourse, crisis communication, academic research discourse, pedagogical discourse in textbooks, motivational rhetoric, and the discourse of literary translation.

This issue opens by examining how institutional discourse operates in public life, particularly during periods of high-stakes political challenges and social crises. In *"Meaning Construction, Identity Representation, and Political Messaging in the Campaign Jingles of APC and SDP in the 2022 Ekiti Gubernatorial Election,"* Moses Olusanya Ayoola applies Systemic Functional Grammar and Critical Discourse Analysis to meticulously deconstruct the discursive strategies of identity formation. He shows how one political party in Nigeria framed its candidate as an agent of continuity through material processes, when its rival used relational processes to craft an identity of moral restoration. The author's description of a central symbolic contest – that of a traditionalist "white horse" challenged in discourse by a modernist "luxurious car" – illustrates with great clarity how political messaging functions as a well thought-through, calculated instrument of socio-political control in the African electoral procedures.

Continuing this focus on public perception and institutional image, Alyona Dymova, Victoria Kareva, and Anastasia Zolotaiko in *"The Institutional Discourse of Authorities and Firefighting Services in Political Cartoons: 2025 Los Angeles Wildfires"* turn their attention to crisis communication as seen through the perspective of political cartoons. Their multimodal critical discourse analysis exposes a crucial and highly expressive binary in the framing of institutional actors. By means of a certain metaphorical arsenal, politicians are consistently cast as incompetent, malicious figures, with firefighters persistently glorified and simultaneously portrayed as victims of systemic failure. This study effectively demonstrates how multimodal, polycode texts transform complex institutional narratives into accessible, emotionally charged criticism, which influences public opinion and reminds recipients that in frequent

moments of disaster, visual discourse becomes an important medium for social commentary and accountability.

The next article in this issue moves to the institutional frameworks where professional knowledge is created and disseminated. In a timely and methodologically reflective paper, *"Artificial Intelligence and Foreign Language Learning in Higher Education: Analysis of Research Methods,"* Alexandra Ulanova, Anastasia Buniakova, and Andrei Lazko review a substantial part of international academic discourse surrounding artificial intelligence in the professional area of teaching foreign languages. Their analysis of research publications demonstrates a heavy reliance on quantitative methods, particularly questionnaires. From this finding, they make a convincing case for embracing a wider range of qualitative and theoretical approaches. The authors reasonably argue that to truly understand the ethical and behavioural specifics of human-AI interaction in higher education, the profession of academic research must evolve its methodologies beyond standardized metrics.

This examination of structured knowledge is complemented by the article *"The Conceptual Framework 'Medicine' in English and German Educational Discourses: A Case Study of Speakout and Die Neue Linie 1,"* in which Viktoriya Shukman and Anastasiya Golubykh conduct a comparative analysis of how the conceptual framework of "Medicine" is presented in beginner-level textbooks of English and German as foreign languages. Their results make a point about distinct cultural-pedagogical philosophies at work: the English curriculum constructs a holistic "concept-gestalt" of wellness and mindfulness ("the little things to be healthy and happy"), whereas the German approach emphasizes a practical "concept-scenario" focused on visiting a doctor. This study shows how educational materials perform the function of artifacts of institutional discourse, embedding different cultural priorities and models of practical competence directly into the language-learning process.

The final pair of articles explores the linguistic foundations of two particular professional practices: motivational rhetoric and literary translation. In *"Metaphorical Models in Motivational Discourse: A Study of Anglo-American Commencement Speeches,"* Yulia Shcherbinina and Anna Shcherbinina provide a fascinating cognitive-discursive analysis of metaphors in Anglo-American commencement speeches. They meticulously map the detected key metaphorical models that speakers professionally use to transform abstract advice into tangible, resonant imagery for graduates. By linking speakers' professional identities to their preferred metaphors, the authors show how this key genre of motivational discourse relies on a culturally embedded symbolic system to inspire and guide.

Finally, Natalia Kurakina and Sofia Grebneva's *"Pragmatic Aspects of Translating the Nivkh Fairy Tale 'Why There Are Few People on Earth' into Russian and English"* turns to the critical professional sphere of translation and cultural preservation. The authors investigate the pragmatic problems of translating a Nivkh story into Russian and English. Their work underscores the immense responsibility of the translator as a cultural mediator, especially when working with the folklore of an endangered language. By analyzing the treatment of onomastic realia and culturally specific allusions and terms, they expose the pragma-semantic losses that tend to occur when a translator prioritizes lexical equivalence over cultural fidelity. This study is a powerful statement on the professional act of translation as a tool for linguistic revitalization and the preservation of unique worldviews.

We are confident that the examinations presented in this issue will stimulate further research and critical reflection on the profound effects of communication in all its professional forms.