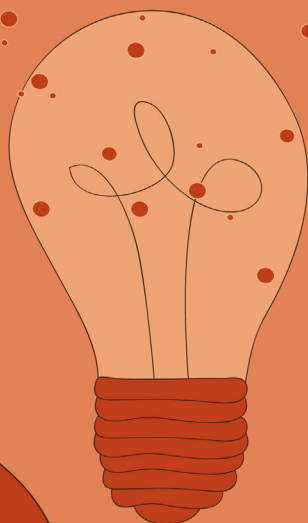


VOL VII

Educação:

*Saberes em
Movimento,
Saberes que
Movimentam*



Teresa Margarida Loureiro Cardoso

(organizadora)



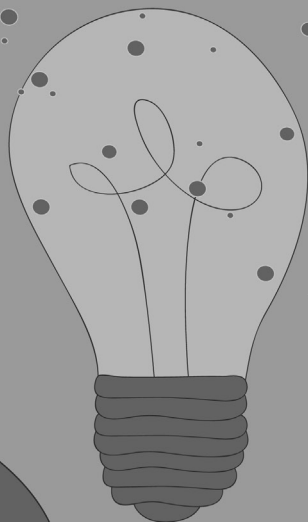
**EDITORIA
ARTEMIS**

2023

VOL VII

Educação:

*Saberes em
Movimento,
Saberes que
Movimentam*



Teresa Margarida Loureiro Cardoso

(organizadora)



**EDITORIA
ARTEMIS**

2023



O conteúdo deste livro está licenciado sob uma Licença de Atribuição Creative Commons Atribuição-Não-Comercial NãoDerivativos 4.0 Internacional (CC BY-NC-ND 4.0). Direitos para esta edição cedidos à Editora Artemis pelos autores. Permitido o download da obra e o compartilhamento, desde que sejam atribuídos créditos aos autores, e sem a possibilidade de alterá-la de nenhuma forma ou utilizá-la para fins comerciais.

A responsabilidade pelo conteúdo dos artigos e seus dados, em sua forma, correção e confiabilidade é exclusiva dos autores. A Editora Artemis, em seu compromisso de manter e aperfeiçoar a qualidade e confiabilidade dos trabalhos que publica, conduz a avaliação cega pelos pares de todos manuscritos publicados, com base em critérios de neutralidade e imparcialidade acadêmica.

Editora Chefe	Prof. ^a Dr. ^a Antonella Carvalho de Oliveira
Editora Executiva	M. ^a Viviane Carvalho Mocellin
Direção de Arte	M. ^a Bruna Bejarano
Diagramação	Elisangela Abreu
Organizadora	Prof. ^a Dr. ^a Teresa Margarida Loureiro Cardoso
Imagem da Capa	grgroup/123RF
Bibliotecário	Maurício Amormino Júnior – CRB6/2422

Conselho Editorial

Prof.^a Dr.^a Ada Esther Portero Ricol, *Universidad Tecnológica de La Habana “José Antonio Echeverría”*, Cuba
Prof. Dr. Adalberto de Paula Paranhos, Universidade Federal de Uberlândia, Brasil
Prof. Dr. Agustín Olmos Cruz, *Universidad Autónoma del Estado de México*, México
Prof.^a Dr.^a Amanda Ramalho de Freitas Brito, Universidade Federal da Paraíba, Brasil
Prof.^a Dr.^a Ana Clara Monteverde, *Universidad de Buenos Aires*, Argentina
Prof.^a Dr.^a Ana Júlia Viamonte, Instituto Superior de Engenharia do Porto (ISEP), Portugal
Prof. Dr. Ángel Mujica Sánchez, *Universidad Nacional del Altiplano*, Peru
Prof.^a Dr.^a Angela Ester Mallmann Centenaro, Universidade do Estado de Mato Grosso, Brasil
Prof.^a Dr.^a Begoña Blandón González, *Universidad de Sevilla*, Espanha
Prof.^a Dr.^a Carmen Pimentel, Universidade Federal Rural do Rio de Janeiro, Brasil
Prof.^a Dr.^a Catarina Castro, Universidade Nova de Lisboa, Portugal
Prof.^a Dr.^a Cirila Cervera Delgado, *Universidad de Guanajuato*, México
Prof.^a Dr.^a Cláudia Neves, Universidade Aberta de Portugal
Prof.^a Dr.^a Cláudia Padovesi Fonseca, Universidade de Brasília-DF, Brasil
Prof. Dr. Cleberton Correia Santos, Universidade Federal da Grande Dourados, Brasil
Prof. Dr. David García-Martul, *Universidad Rey Juan Carlos de Madrid*, Espanha
Prof.^a Dr.^a Deuzimar Costa Serra, Universidade Estadual do Maranhão, Brasil
Prof.^a Dr.^a Dina Maria Martins Ferreira, Universidade Estadual do Ceará, Brasil
Prof.^a Dr.^a Edith Luévano-Hipólito, *Universidad Autónoma de Nuevo León*, México
Prof.^a Dr.^a Eduarda Maria Rocha Teles de Castro Coelho, Universidade de Trás-os-Montes e Alto Douro, Portugal
Prof. Dr. Eduardo Eugênio Spers, Universidade de São Paulo (USP), Brasil
Prof. Dr. Eloi Martins Senhoras, Universidade Federal de Roraima, Brasil
Prof.^a Dr.^a Elvira Laura Hernández Carballido, Universidad Autónoma del Estado de Hidalgo, México



Prof.ª Dr.ª Emilas Darlene Carmen Lebus, *Universidad Nacional del Nordeste/ Universidad Tecnológica Nacional, Argentina*
Prof.ª Dr.ª Erla Mariela Morales Morgado, *Universidad de Salamanca, Espanha*
Prof. Dr. Ernesto Cristina, *Universidad de la República, Uruguay*
Prof. Dr. Ernesto Ramírez-Briones, *Universidad de Guadalajara, México*
Prof. Dr. Fernando Hitt, *Université du Québec à Montréal, Canadá*
Prof. Dr. Gabriel Díaz Cobos, *Universitat de Barcelona, Espanha*
Prof.ª Dr.ª Gabriela Gonçalves, Instituto Superior de Engenharia do Porto (ISEP), Portugal
Prof. Dr. Geoffroy Roger Pointer Malpass, Universidade Federal do Triângulo Mineiro, Brasil
Prof.ª Dr.ª Gladys Esther Leoz, *Universidad Nacional de San Luis, Argentina*
Prof.ª Dr.ª Glória Beatriz Álvarez, *Universidad de Buenos Aires, Argentina*
Prof. Dr. Gonçalo Poeta Fernandes, Instituto Politécnico da Guarda, Portugal
Prof. Dr. Gustavo Adolfo Juarez, *Universidad Nacional de Catamarca, Argentina*
Prof. Dr. Håkan Karlsson, *University of Gothenburg, Suécia*
Prof.ª Dr.ª Iara Lúcia Tescarollo Dias, Universidade São Francisco, Brasil
Prof.ª Dr.ª Isabel del Rosario Chiyon Carrasco, *Universidad de Piura, Peru*
Prof.ª Dr.ª Isabel Yohena, *Universidad de Buenos Aires, Argentina*
Prof. Dr. Ivan Amaro, Universidade do Estado do Rio de Janeiro, Brasil
Prof. Dr. Iván Ramon Sánchez Soto, *Universidad del Bío-Bío, Chile*
Prof.ª Dr.ª Ivânia Maria Carneiro Vieira, Universidade Federal do Amazonas, Brasil
Prof. Me. Javier Antonio Albornoz, *University of Miami and Miami Dade College, Estados Unidos*
Prof. Dr. Jesús Montero Martínez, *Universidad de Castilla - La Mancha, Espanha*
Prof. Dr. João Manuel Pereira Ramalho Serrano, Universidade de Évora, Portugal
Prof. Dr. Joaquim Júlio Almeida Júnior, UniFIMES - Centro Universitário de Mineiros, Brasil
Prof. Dr. Jorge Ernesto Bartolucci, *Universidad Nacional Autónoma de México, México*
Prof. Dr. José Cortez Godínez, Universidad Autónoma de Baja California, México
Prof. Dr. Juan Carlos Cancino Diaz, Instituto Politécnico Nacional, México
Prof. Dr. Juan Carlos Mosquera Feijoo, *Universidad Politécnica de Madrid, Espanha*
Prof. Dr. Juan Diego Parra Valencia, *Instituto Tecnológico Metropolitano de Medellín, Colômbia*
Prof. Dr. Juan Manuel Sánchez-Yáñez, *Universidad Michoacana de San Nicolás de Hidalgo, México*
Prof. Dr. Juan Porras Pulido, *Universidad Nacional Autónoma de México, México*
Prof. Dr. Júlio César Ribeiro, Universidade Federal Rural do Rio de Janeiro, Brasil
Prof. Dr. Leinig Antonio Perazolli, Universidade Estadual Paulista (UNESP), Brasil
Prof.ª Dr.ª Livia do Carmo, Universidade Federal de Goiás, Brasil
Prof.ª Dr.ª Luciane Spanhol Bordignon, Universidade de Passo Fundo, Brasil
Prof. Dr. Luis Fernando González Beltrán, *Universidad Nacional Autónoma de México, México*
Prof. Dr. Luis Vicente Amador Muñoz, *Universidad Pablo de Olavide, Espanha*
Prof.ª Dr.ª Macarena Esteban Ibáñez, *Universidad Pablo de Olavide, Espanha*
Prof. Dr. Manuel Ramiro Rodríguez, *Universidad Santiago de Compostela, Espanha*
Prof.ª Dr.ª Márcia de Souza Luz Freitas, Universidade Federal de Itajubá, Brasil
Prof. Dr. Marcos Augusto de Lima Nobre, Universidade Estadual Paulista (UNESP), Brasil
Prof. Dr. Marcos Vinicius Meiado, Universidade Federal de Sergipe, Brasil
Prof.ª Dr.ª Mar Garrido Román, *Universidad de Granada, Espanha*
Prof.ª Dr.ª Margarida Márcia Fernandes Lima, Universidade Federal de Ouro Preto, Brasil
Prof.ª Dr.ª María Alejandra Arecco, *Universidad de Buenos Aires, Argentina*
Prof.ª Dr.ª Maria Aparecida José de Oliveira, Universidade Federal da Bahia, Brasil
Prof.ª Dr.ª Maria Carmen Pastor, *Universitat Jaume I, Espanha*
Prof.ª Dr.ª Maria do Céu Caetano, Universidade Nova de Lisboa, Portugal
Prof.ª Dr.ª Maria do Socorro Saraiva Pinheiro, Universidade Federal do Maranhão, Brasil
Prof.ª Dr.ª Maria Gracinda Carvalho Teixeira, Universidade Federal Rural do Rio de Janeiro, Brasil

Prof.ª Dr.ª Maria Lúcia Pato, Instituto Politécnico de Viseu, Portugal
Prof.ª Dr.ª Maritza González Moreno, *Universidad Tecnológica de La Habana*, Cuba
Prof.ª Dr.ª Mauriceia Silva de Paula Vieira, Universidade Federal de Lavras, Brasil
Prof.ª Dr.ª Ninfa María Rosas-García, Centro de Biotecnología Genómica-Instituto Politécnico Nacional, México
Prof.ª Dr.ª Odara Horta Boscolo, Universidade Federal Fluminense, Brasil
Prof. Dr. Osbaldo Turpo-Gebera, *Universidad Nacional de San Agustín de Arequipa*, Peru
Prof.ª Dr.ª Patrícia Vasconcelos Almeida, Universidade Federal de Lavras, Brasil
Prof.ª Dr.ª Paula Arcoverde Cavalcanti, Universidade do Estado da Bahia, Brasil
Prof. Dr. Rodrigo Marques de Almeida Guerra, Universidade Federal do Pará, Brasil
Prof. Dr. Saulo Cerqueira de Aguiar Soares, Universidade Federal do Piauí, Brasil
Prof. Dr. Sergio Bitencourt Araújo Barros, Universidade Federal do Piauí, Brasil
Prof. Dr. Sérgio Luiz do Amaral Moretti, Universidade Federal de Uberlândia, Brasil
Prof.ª Dr.ª Silvia Inés del Valle Navarro, *Universidad Nacional de Catamarca*, Argentina
Prof.ª Dr.ª Solange Kazumi Sakata, Instituto de Pesquisas Energéticas e Nucleares (IPEN)- USP, Brasil
Prof.ª Dr.ª Stanislava Kashtanova, *Saint Petersburg State University*, Russia
Prof.ª Dr.ª Teresa Cardoso, Universidade Aberta de Portugal
Prof.ª Dr.ª Teresa Monteiro Seixas, Universidade do Porto, Portugal
Prof. Dr. Valter Machado da Fonseca, Universidade Federal de Viçosa, Brasil
Prof.ª Dr.ª Vanessa Bordin Viera, Universidade Federal de Campina Grande, Brasil
Prof.ª Dr.ª Vera Lúcia Vasilévski dos Santos Araújo, Universidade Tecnológica Federal do Paraná, Brasil
Prof. Dr. Wilson Noé Garcés Aguilar, *Corporación Universitaria Autónoma del Cauca*, Colômbia
Prof. Dr. Xosé Somoza Medina, *Universidad de León*, Espanha

Dados Internacionais de Catalogação na Publicação (CIP)
(eDOC BRASIL, Belo Horizonte/MG)

E24 Educação [livro eletrônico]: saberes em movimento, saberes que movimentam VII / Organizadora Teresa Margarida Loureiro Cardoso. – Curitiba, PR: Artemis, 2023.

Formato: PDF

Requisitos de sistema: Adobe Acrobat Reader

Modo de acesso: World Wide Web

Inclui bibliografia

Edição bilíngue

ISBN 978-65-81701-08-6

DOI 10.37572/EdArt_281123086

1. Educação inclusiva. 2. Prática de ensino. 3. Professores – Formação. I. Cardoso, Teresa Margarida Loureiro.

CDD 370.71

Elaborado por Maurício Amormino Júnior – CRB6/2422



APRESENTAÇÃO

Neste volume VII da *Educação: Saberes em Movimento, Saberes que Movimentam*, o leitor reconhecerá um conjunto de epítetos que são atribuídos à educação. Pode, portanto, ir ao encontro, por exemplo, da educação a distância, da educação contínua, da educação pré-escolar ou da educação ambiental, esta em estreita articulação com a sustentabilidade, ou não fosse este também um dos prementes e acutilantes desafios da atualidade, que nos incita à intervenção, num “apelo urgente à ação de todos [...] para uma parceria global”¹.

Além disso, o leitor poderá querer ancorar a sua intervenção na pedagogia e na didática, em propostas de cooperação, de avaliação e de comunicação. Ou, ainda, na interculturalidade, enfim, na diversidade, visível igualmente nas diversas áreas curriculares que permeiam mais estes *Saberes em Movimento, Saberes que Movimentam*. Ao leitor caberá sempre a liberdade última de escolher os seus percursos, e de, mergulhando naqueles capítulos que suscitem o seu interesse e que mereçam a sua atenção, delinear porventura as mudanças da e na *Educação*, com “uma maior ambição e sentido de urgência”¹.

Teresa Cardoso

¹ <https://ods.pt>. Acesso em: 24 nov. 2023.

SUMÁRIO

CAPÍTULO 1..... 1

COOPERATIVE ASPECTS OF LEARNING WITH AN ASSESSMENT CONCEPT SCHEME THROUGH INTENTIONAL COMMUNICATIONS EXTENDED FOR DISTANCE LEARNING

Takao Ichiko

 https://doi.org/10.37572/EdArt_2811230861

CAPÍTULO 2..... 13

CURSOS DE EDUCACIÓN CONTINUA DEL ÁREA DE LA SALUD IMPARTIDOS EN UNA PLATAFORMA VIRTUAL

Diana Concepción Mex Alvarez

Luz María Hernández Cruz

Charlotte Monserrat Llanes Chiquini

Carlos Alberto Pérez Canul

Roger Manuel Patrón Cortés

Giselle Guillermo Chuc

 https://doi.org/10.37572/EdArt_2811230862

CAPÍTULO 3.....23

REDE WEIWER® E COREOGRAFIAS DIDATICAS: O EXEMPLO DOS “PRODUTOS DE APRENDIZAGEM” NO TEDE

Luciano Gamez

Maria Filomena Pestana Martins Silva Coelho

Teresa Margarida Loureiro Cardoso

 https://doi.org/10.37572/EdArt_2811230863

CAPÍTULO 4..... 36

DIDÁCTICA EN MINERÍA: UNA PROPUESTA METODOLÓGICA

Ernesto Patricio Feijoo Calle

Leonardo Aníbal Núñez Rodas

 https://doi.org/10.37572/EdArt_2811230864

CAPÍTULO 5..... 48

CONOCIMIENTO DEL PROFESORADO EN FORMACIÓN INICIAL DE PEDAGOGÍA EN EDUCACIÓN MEDIA EN MATEMÁTICA RESPETO DE ESTRATEGIAS DIDÁCTICAS INCLUSIVAS PARA LA ATENCIÓN A LA DIVERSIDAD

Cecilia Rivero Crisóstomo

Carmen Cecilia Espinoza Melo

 https://doi.org/10.37572/EdArt_2811230865

CAPÍTULO 6..... 58

ESTRATEGIAS PARA FOMENTAR LA INTERCULTURALIDAD DESDE LOS VALORES Y LA CONVIVENCIA EN UN PROGRAMA DE LA UNIVERSIDAD POPULAR DEL CESAR

Consuelo González Venera

Yaneth Pérez Pabón

Olga Esther Hernández Almanza

Isabel Lucía Guerra Dangond

 https://doi.org/10.37572/EdArt_2811230866

CAPÍTULO 7.....70

STRUCTURALISM APPROACH TO ENGLISH TEACHING AS A MEANS OF SOLVING CROSS-CULTURAL PROBLEMS OF RUSSIAN STUDENTS

Galina Gumovskaya

 https://doi.org/10.37572/EdArt_2811230867

CAPÍTULO 8..... 85

LAS ESCUELAS DE ODONTOLOGÍA CON MIRAS HACIA LA SUSTENTABILIDAD

Christian Starlight Franco-Trejo

Luz Patricia Falcón-Reyes

Nubia Maricela Chávez-Lamas

Ana Karen González-Álvarez

Jesús Rivas-Gutiérrez

 https://doi.org/10.37572/EdArt_2811230868

CAPÍTULO 9.....97

LA EDUCACIÓN AMBIENTAL CON PERSPECTIVA DE PREVENCIÓN AL CAMBIO CLIMÁTICO ENLOQUECEDOR

Jesús Rivas Gutiérrez

Mariela Mauricio Rivera

Daniela del Carmen Zamarrón Gracia
Blanca Gabriela Pulido Cervantes
José Ricardo Gómez Bañuelos
Martha Patricia de la Rosa Basurto

 https://doi.org/10.37572/EdArt_2811230869

CAPÍTULO 10..... 108

LA EDUCACIÓN PREESCOLAR VS LA CONTAMINACIÓN POR PLÁSTICOS DE UN SOLO USO

María Dolores Carlos-Sánchez
Rosa María Martínez-Ortiz
Jesús Andrés Tavizón-García

 https://doi.org/10.37572/EdArt_28112308610

CAPÍTULO 11..... 121

ENVOLVIMENTO DOS PAIS NO PROCESSO DE ELEGIBILIDADE PARA A INTERVENÇÃO PRECOCE NA INFÂNCIA EM PORTUGAL: PERSPETIVA DE EQUIPAS LOCAIS DE INTERVENÇÃO

Rita Laranjeira
Ana Maria Serrano

 https://doi.org/10.37572/EdArt_28112308611

SOBRE A ORGANIZADORA.....133

ÍNDICE REMISSIVO134

CAPÍTULO 7

STRUCTURALISM APPROACH TO ENGLISH TEACHING AS A MEANS OF SOLVING CROSS-CULTURAL PROBLEMS OF RUSSIAN STUDENTS

Data de submissão: 27/10/2023

Data de aceite: 10/11/2023

Galina Gumovskaya, PhD

National Research University Higher

School of Economics

School of Foreign Languages

Moscow, Russia

ResearcherID: ABA-3276-2021

<https://orcid.org/0000-0002-5823-792X>

ABSTRACT: The article deals with language as cultural heritage of nation. Russian students of English when facing lingual phenomena that do not occur in their mother tongue avoid certain typically English lexical units and structures, which impoverish their speech and violate inter-cultural communication. To help students get insights into the inner structure of the units and expose the mechanism of their functioning, we turn to the ideas of Structuralism – Theory of Oppositions – and present the meaning of a unit by means of paradigmatic correlation of lingual forms by which certain functions are expressed. When word-forms are represented in the binary privative opposition framework, it reveals a bundle of differential features (strong features) exposing its categorical properties. By means of gradual opposition framework exposed are

the remnants of the extinct dual rank of the category of number in modern English, whose function has since Indo-European period of its development been replaced by simple plural. It is evident that the seme of duality is present in the lexico-semantic structure of certain English lexemes, which expresses the concept of two as contrasted to many. Component analysis helps reveal lexical units containing the seme of duality in their lexico-semantic structure and to study their functioning in speech in the system of modern English. Traces of numerical duality are also found in numerous binary oppositions of grammatical categories and in some fossilized forms. The worked-out series of training exercises might give proper results for students to better understand the mechanisms of the English language operating.

KEYWORDS: Structuralism. Binary privative opposition. Gradual opposition. The seme of duality. Modern English. Grammatical category.

1 INTRODUCTION

Modern scientists see language as a complicated structure of elements, which forms specific relations. To study and analyze the specific relations and patterns is the main task of structuralism. The essence of structural linguistics lies in the supposition that each lingual unit occupies certain place

in the integrity of language structure and the task of linguists is to establish its place, function and relation to other elements. Structural linguistics originates from the work of Ferdinand de Saussure “Course in General Linguistics” [12], where he states that language is a system of interconnected units. According to him, a language is made up of arbitrary elements. These elements do not have any individual meaning. It is through the system that these elements derive meaning, being identified within the premises of the structure.

One of the theories of Structuralism is binary opposition. It originated in Saussurean structuralism theory and it consists in the contrasting language units of one level for the purpose of identification of differences between them. It is not a contradictory relation but a structural, complementary one [18]. Paired opposites in language rely upon a relation with adjoining words inside a paradigmatic chain. This highlighted that certain units are in opposition to one another.

2 LITERATURE REVIEW

In accord with contemporary theories [1, 3, 4, 5, 6, 7, 8], opposition is understood as correlation of forms based on common and differential features. The opposition in linguistic sense is defined as a generalized correlation of lingual forms by means of which a certain function is expressed. Common features serve as the basis of contrast, while differential features immediately express the function in question.

Binarity, which is represented by two opposite elements or processes, which are in constant antagonism, is the initial principle of creation of all systems. It stimulates the development of the system. The binary opposition is a universal means of cognition of the world, which was realized as such in the XX century. According to Ferdinand de Saussure, the binary opposition is the means by which the units of language have value or meaning; each unit is defined in reciprocal determination with another term, as in binary code. Saussure demonstrated that a sign’s meaning is derived from its context (syntagmatic dimension) and the group (paradigm) to which it belongs. [10, p. 64]. One of the key methods of Ferdinand de Saussure was syntagmatic and paradigmatic analysis, which defines units syntactically and lexically in accord with their contrast in relation to the other units of the system. A classic example of a binary opposition is the presence-absence dichotomy. It is the contrast between two mutually exclusive terms, such as *on* and *off...* *left* and *right* [16]. “An example of this is that one cannot conceive of ‘good’ if we do not understand ‘evil!’” [10, p. 65].

The system of binary differential signs is used practically in all spheres of structural humanitarian research. It was stated that in the description of the picture of

the world lies binary opposition, and it has a universal character: life – death, happiness – misfortune, right – left, good – bad, the past – the future, here – there. The left part of the opposition is considered to be marked positively, the right one – negatively. Duality of perception of the world around is caused by purely physiological reasons, first of all, that the brain of a man is divided into two hemispheres, that we have two eyes, two ears, two hands and feet. A.N. Leontiev in his work “Image of the World,” writes: “The problem of perception should be raised and developed as a problem of the psychology of the image of the world” [11, p. 252].

3 ANALYTICAL PART. DISCUSSION

Grammatical oppositions expose the paradigmatic correlations of grammatical forms in a category. Grammatical morphological opposition reflects the plane of expression (form) and the plane of content (meaning) and may be expressed by, at least, one opposition of forms. A contrastive pair of members forms the binary privative morphological opposition which is based on a morphological differential feature present in its strong member and absent in its weak member. The member in which the feature is present is called the marked, or strong, or positive member (the left part of the opposition). The member in which the feature is absent is called the unmarked, weak, or negative member (the right part of the opposition). The featuring in question serves as an immediate means of expressing a grammatical meaning [7]. Consider:

Students (marked member): student (unmarked member).

The grammatical suffix S signifies a morphological differential feature of the category of Number. The meanings differentiated by the opposition of signemic units are referred to as semantic features, or semes. The differences in meanings arise from the interaction between the underlying oppositional sememic marks of the category and the more concrete lexical differences in the semantics of individual words. Differences and oppositions are also marked as the bases of Saussure’s theory of language as a synchronous system of networks held together by distinctive value [7].

Numerous oppositions of privative binary character are observed in a regular choice of the forms of most parts of speech and grammar categories. The opposition of correlated forms in a paradigm manifests itself in meaning. Specific types of meaning may be found in regular grammatical oppositions of certain grammatical categories, which causes difficulties and incomprehension in communication for Russian students. It is through binary privative opposition that the student learns the intricacy of certain meaning.

Consider the ambiguity of the following kindred phrases, which is removed by means of opposition:

Adjective: *the most (interesting book)* versus *a most (interesting book)*

The Superlative Degree of the Comparison of Adjectives vs the Elative)

Elative [adj., Latin *elatus* + English *-ive*; = raised, lifted up] – a term applied to what is also called *Absolute Superlative*, denoting a high or intense degree of a quality, but not excluding that an equal degree may exist in other cases [20]; In the absence of comparison, the elative conveys the notion of “greatest”, “supreme” – a superlative or intensifier. Compare:

“*The Lord of the King*” was the most attractive book for teen-agers at the end of the last millennium (the Superlative: “more than any other (s)” [17].

It’s a most exclusive store (very exclusive, not the Superlative, but *the Elative*).

Thank you, you have been most kind to me (= very kind, not kindest).

Activity 1. Choose the correct variant. Translate the following sentences from English into Russian:

She was the most \ most nice to me all the time.

It was a most \ the most unhappy incident.

The world known artist died in bitterest \ the bitterest poverty.

She is a very best \ the very best in the group.

Sue was a best \ best \ the best when she was not trying to show off.

These tendencies are clearest \the clearest in the Russian Language.

She says it’s best \ the best to take no notice but I can’t.

I think it is safest\ the safest to cross the river here.

Numerals: *the second (piece of cake)* versus *a second (piece of cake)*

Nouns pre-modified by ordinals are used with the definite article: *the first month of the year*. When used with the indefinite article, they lose their numerical meaning and acquire that of a pronoun (another, one more) as in: *a second man entered, then a third*.

Activity 2. Translate the following sentences from Russian into English:

Привычка – вторая натура.

Наши студенты начинают учить второй язык на втором курсе.

Учи, третьей возможности у тебя не будет.

Мои друзья и коллеги стали для меня второй семьёй.

Боюсь, что вам придётся сдавать экзамен второй раз.

Он женился в четвёртый раз и очень успешно.

Не хватает девятой страницы.

Учёный провёл первый, второй, третий и четвёртый эксперименты, но получил те же результаты.

Quantifiers: *few* versus *a few*; *little* versus *a little*

A few is positive and means a small number.

Few is negative and means not many.

A little is positive and means some, not a lot.

Little is negative and means not much, “not enough”.

Activity 3. Choose the correct variant. Translate the following sentences from English into Russian:

Could you put it in just few \ a few words?

There are still few \ a few things left undone.

I don't deny that perhaps Amy took her husband little \ a little too much for granted.

He feels rather lonely, he has few \ a few friends in the class.

Little \ a little did he know what was in store for him.

Addy feels much better now that he already has got few \ a few friends.

We need one more player; we are one too few \ a few for this game.

The forces were obviously unequal: we were many, they were few \ a few.

Collective Nouns: *the family is* versus *the family are*

The meaning of plurality in nouns of multitude is not marked in any form. They are collective nouns denoting living beings and are singular in form but plural in meaning: *police, gentry, clergy, fowl, cattle, poultry*. Collective nouns have two categorical meanings:

plurality as indivisible whole and plurality of separate beings. That is why the words of this type – *people, family, crew, crowd, parliament, team, jury, government* - can be both singular and plural. In the latter case they are called *Nouns of Multitude*. The number of the verb-predicate (singular in the first case and plural in the second) indicates the difference in two categorical meanings as well as by the personal pronouns.

The family quarrel (among themselves).

The family quarrels (with somebody else).

The crowd have accepted the decision.

The crowd has parted down the middle like a black curtain.

The crew on the ship was excellent.

The crew have taken their posts.

Activity 4. State whether the nouns in bold type are collective nouns or nouns of multitude.

Translate the following sentences from English into Russian:

My family is now in the country.

It was eleven o'clock before the family were all in bed.

No one had seen him since and the police were searching for him.

The band were changed, and in the gallery already.

Then one by one, the worn out crew were helped on board.

The crew of the ship consists of twenty seamen including the captain and his mate.

Who is your team playing with next week?

The ship's crew were lined up on the upper deck for checkup.

Notional Concord: *five million dollars are* versus *five million dollars is*

Subjects expressed by nouns denoting measure, weight, time, etc., have a singular verb-predicate when the statement is made about the whole amount, not about the units.

Ten years is a long term.

Another five minutes goes by.

Five million dollars is a lot of money.

Activity 5. Choose the appropriate present-tense verb form:

Tea and bread (to be) the best supper.

Five minutes (to be) not enough for such a job.

Over ten million dollars (to be) planned to be spent on the project.

Ten million dollars (to be) a great sum of money.

Forty years (to have brought) sweeping changes to our life.

Fifty guineas for a room each week (to be) not an uncommon figure at that time.

Three metres (to be) not enough for this dress.

The wedding party (to be forced) to abandon their cars and literally to fight their way into the Old Town Hall on foot.

Universal Pronouns: *Every* versus *each*.

Each denotes choice from a specific, definite group:

Each child was given an apple (=all those children).

Every denotes choice from an endless class of things:

Every child likes chocolates (= all the children).

Every as a rule is not followed by 'of'. It may be followed by 'of' when used emphatically, with exaggeration:

Do not believe this letter: every word of it is false.

But: There were 30 words in the dictation and he made a mistake in each of them.

Activity 6. Translate the following sentences from Russian into English:

У каждого города свой характер.

Мы побывали в пяти городах, и в каждом городе нашли что-то интересное.

Я спрашивал об этом почти каждый день, и каждый раз он отвечал «Не знаю».

Каждый водитель должен строго соблюдать правила дорожного движения.

Каждый водитель, нарушивший правила дорожного движения, наверняка попадет в беду.

Сестры возвращались из виноградника, каждая из них несла корзину с виноградом.

Меняйте масло в машине каждые 10000 километров.

Я помню каждое его слово.

It is seen from the empiric material that the meaning of the weak member of the privative opposition is more general and abstract as compared with the meaning of the strong member, which is, respectively, more particular and concrete. Due to this difference in meaning, the weak member is used in a wider range of contexts than the strong member is. Thus, the forms *the most (interesting book)*, *the second (piece of cake)*, *few, little, the family is, five million dollars are*, are most common constructions of words. Nevertheless, their opposites will particularize the situation and add accuracy to the statement.

4 FINDINGS

Another type of opposition is gradual. The gradual opposition is formed by a contrastive group of members, which are distinguished not by the presence or absence of a feature, but by the degree of it. Gradual opposition in morphology is identified as a minor type at the semantic level only. An example of the gradual morphological opposition can be seen in modern English in the category of comparison of adjectives and adverbs: *strong - stronger - strongest; early - earlier - the earliest*.

But at the semantic level, gradual opposition might be observed in the specific quantitative meaning of some English lexemes of notional nominal and functional status, which finds its realization through the component analysis. The seme of duality is inbuilt into their lexico-semantic structure and revealed in valency, i.e. potential ability of words to be selectively combined in a speech chain [3, p. 110]. In accord with the key method of Ferdinand de Saussure - syntagmatic and paradigmatic analysis, which defines units syntactically and lexically in accord with their contrast in relation to the other units of the system, the objective of this research is to reveal lexical units containing the seme of duality in their lexico-semantic structure and to study their functioning in speech in the system of modern English.

Consider, for example, English pronouns of different classes:

Within the group of Universal pronouns, several units keep traces of duality:

Both vs. all: [2 vs. 2+1...]

Both = the one and the other; all = the complete amount or quantity of [19].

The police set up barriers at both ends of the street.

Will all the girls please stand over there?

Both prisoners escaped vs All the prisoners escaped.

Either vs. any [2 vs. 2+1...]

Either=the one or the other (either of the two mentioned, only if there is indication that there are two objects):

If you are ambidextrous, you can write with either hand.

Any = each one or all members of a group: Before touching the computer or any of its parts, one needs to read the instructions.

Neither vs. none [2 vs. 2+1...]

Neither = not the one or the other:

Neither of the prisoners escaped.

None = not any of something: She had inherited none of her mother's beauty.

Thus, either\ neither are used when there is a choice of two objects; if there are three or more objects, any is used: either / neither book will do vs. any book will do -> either vs. any; neither vs. none.

The subclass of reciprocal pronouns comprises only two items: each other and one another. [2 vs. 2+1...]

They loved each other.

The pronoun each other generally implies that only two persons / non-persons are involved; one another is usually preferred where more than two persons are involved.

They stood silent, in each other's arms.

They often quarrelled with one another.

The subclass of detaching pronouns: the other vs. another. [2 vs. 2+1]

Other denotes some object different from the one mentioned before. When other is used with the definite article or another determiner, it denotes a contrast between

two objects: On weekends I do all my housework on one day, so the other day I am free.

two parts of the object: There is a bookstore on the other side of the road.

The pronoun another correlates only with count nouns in the singular: another cup.

Another has two meanings: a) 'a different one':

Can you pass me another pencil?

b) 'an additional one'

Another of the speakers suggested abandoning the project altogether.

Is this another of your schemes to make money?

Duality has appeared to be a lexemic number in addition to singular and plural. The pronouns under study have displayed their specific numerical semantics, it is interpreted as referring to precisely two of the entities (objects or persons) acting as a single unit or

in unison. It brings us to the idea that the semantic structure of certain lexemes can be represented by the following numeric opposition series:

Singular: Dual: Plural.

Activity 7. Translate the following sentences from Russian into English:

Какой из этих / двух словарей лучше? Каждый по-своему хорош, один не хуже другого.

Можете взять какую-нибудь из этих книг, они обе интересные. – Да нет, ни одна из них меня не привлекает.

Мы побывали в пяти городах, и в каждом городе нашли что-то интересное. На пляже было много народу: одни капались, другие загорали, другие играли в волейбол.

Несколько человек вернулись в город, другие остались на даче на ночь.

У каждого города свой характер.

Я до сих пор помню его каждое слово, каждый жест.

Я спрашивал об этом почти каждый день, и каждый раз он отвечал «Не знаю».

The grammatical category of number in modern English, which is presented nowadays by singularity and plurality, does keep the prints of the third component of this category – duality [9], the understanding of which is very obscured, and it causes mistakes in the utterance production of Russian students – secondary language personalities of English. In the light of the reasons stated, it is obviously necessary to allocate those forms in the structural organization of English behind which stands the duality rank of the category of number.

English word-stock contains a number of lexemes united by the seme of duality in their lexico-semantic structure. We find the traces of duality in the following numerical nouns (Illustrative material is taken from the Internet [14, 15, 20, and 21]:

a couple (two things or people of the same kind): *We'll have to wait a couple of minutes.*

If you've gone onto Twitter in the last couple of weeks, you've probably seen this.

But in the last couple of years we've become infamous for a couple of things.

twain (two; nearly obsolete in common discourse, but used in poetry and burlesque.): *Never the twain shall meet.* *TWAIN* and *TWAIN Direct* are application programming interfaces (APIs) and communication protocols that regulate communication between software and digital imaging devices, such as image scanners and digital cameras.

pair (a single thing made of two similar parts that are joined together):

She bought a pair of shoes.

The company is run by a pair of brothers.

Twosome (two people who work together or spend a lot of time together)

It ended up being just a twosome with the third one watching from a chair.

Those sisters are a constant twosome, going everywhere together...

Activity 8. Translate the following statements from English into Russian.

In the next couple of years, the hypertext community didn't recognize him either.

I figured I'd come back in a couple of weeks and talk to the grandmother.

The rock was split in twain.

Just clear out, the pair of you!

They will make a lovely pair dancing together.

Drug dealers often work in pairs.

Twosome Necklace: Necklace in 18k gold with two rings linked together. One rounded ring and one squared with the words Amor Vincit Omnia.

The twosome kept the secret for a month.

Invariable plural nouns that nominate the names of tools or articles of dress consisting of two equal parts, which are joined: *scales, binoculars, pincers, pliers, scales, scissors; pajamas, jeans, shorts, tights, trousers.*

Adjectives: *double, dual, twin, binary twofold, twain* (consisting of two parts):

This free binary calculator can add, subtract, multiply, and divide binary values, as well as convert between binary and decimal values.

The aims of the study are twofold.

Love is beautiful when you are sharing it with the one who is your twin flame (Valentine Day's greetings).

Activity 9. Translate the following statements from English into Russian.

Student numbers have expanded twofold in ten years.

The price increased twofold last year.

In mathematics and digital electronics, a binary number is a number expressed in the base-2 numeral system or binary numeral system, which uses only two symbols: typically "0" (zero) and "1" (one).

The office of a clergyman is twofold: public preaching and private influence.

His knees doubled up under him.

The ewes of this country rarely twin.

We were the first twosome out on the golf course this morning.

She is the double of her mother.

Sales doubled last year.

Substantivized adjective: *the latter* (formal, opposite *former*): the second of the two people or things just mentioned:

The system brings both financial and environmental benefits, the latter being especially welcome.

The same of dual number is found out in the adjective proper *latter* [only before the noun] (formal): being the second of two people or things mentioned or the last in the list just mentioned:

The latter half of the year was quite calm and measured.

Preposition: *between* vs. *among*. Both prepositions being used alone differ in relation to the number of items: *between* is used with a small number of items – separate and individual:

The ball went between the player's legs.

Between 1914 and 1945, 70 million people died in Europe alone as a result of armed conflict.

With certain nouns *between* actualizes the same of duality: *The contrast between two areas.*

What he said, that all too often, is that we accept the distance between those two ideas. The difference between American football and soccer.

Among suggests a larger number:

I was hoping to spot Marcia among the crowd.

Activity 10. Translate the following statements from English into Russian.

We make a distinction between talking from a diplomatic level and talking at the political level.

You can purchase additional storage at any time, and this additional storage is shared among Google Docs, Picasa, Gmail, Blogger and Buzz.

Peter and Steve are students, but the former is doing this last year at college, while the latter is only in his first.

What is the difference between an UNCITRAL legislative text and an UNCITRAL non-legislative text?

In the Kennedy family two brothers are most famous: John and Robert. The former was US President, while the latter was Attorney General.

And, among other things, they're looking for dark matter.

It's a story of nations, of ideologies, of territories, and of conflicts among them.

Of the two people mentioned, the former is dead, but the latter is still alive.

Activity 11. Choose a suitable word: *between / in-between / among*.

And they go back and forth ----- this hive and the arena, via this tube.

And my weekly audience at that time was ----- 200 to 300 million people.

I tend to find myself in the spaces ----- .

To do so, click the Rate and select your rating (----- one and five stars).

And what they found was a series of mutations in a gene called SPR, which is responsible for producing serotonin, ----- other things.

In these times, there is no ----- .

And so this informs, ----- other things, of course, a treatment for bone marrow transplant, which he undertakes.

That's where you can find Sam, the DP, - -----?

8 CONCLUSION

English at Russian Universities is studied in two language disciplines, which have either a practical or a theoretical purpose. A practical discipline is aimed at practical

mastery of the language, while a theoretical discipline pursues analytical aims: to gain insights into the inner structures of language and expose the mechanism of their functioning. To process a theoretical description of language systems, i.e. to scientifically analyze and define grammatical, lexical and phonological categories, requires cognitive analysis on the part of the student. The theoretical basis of language supports the student's language acquisition and helps develop his \ her linguistic and cognitive skills. The involvement of Opposition theory to identify differential components in the lexical and semantic structure of some lexemes of the English language contributes to the students' awareness of typically English constructions that they do not have in their native language. The system of exercises developed on the basis of modern empirical material will provide reliable consolidation of both theoretical and practical aspects of the English language by Russian students – secondary linguistic personalities of English national culture.

LITERATURE

1. Блох М.Я. Теоретические основы грамматики. – Дубна: Феникс+, 2016.
2. Васильев Л.М. Теория семантических полей. // Вопросы языкознания, № 5, 1971, с. 105-112.
3. Гумовская Г.Н. Ритмическая структура текста как фактор гармонизации художественного произведения. М: НИЦ «Университет», 2015.
4. Трубецкой Н.С. Основы фонологии. – М., 2000.
5. Хлебникова, И. Б. О нейтрализации оппозиций в морфологии. ИЯ ВШЭ – М., 1964. Вып 3. С 54-64.
6. Хлебникова, И. Б. Оппозиции в морфологии. – М.: МОПИ им. Н.К. Крупской, 1969.
7. Blokh M.Y. A course in Theoretical English Grammar. – Дубна: Феникс+, 2017.
8. Blokh M.Y., Semionova T. N., Timofeyeva S.V. Theoretical English Grammar. Seminars. М.: Vysshaya Shkola, 2004.
9. Hogg, Richard M. (ed.) 2008. The Cambridge History of the English Language. Cambridge University Press. V.1.
10. Lacey, N 2000, Narrative and Genre, p. 65, Palgrave, New York.
11. Leontiev, A.N. Selected psychological works. - Coll. works in 2 volumes - Volume 2. - Moscow: Pedagogy, 1983.
12. Saussure, Ferdinand de. Course in general linguistics. Eds. Charles Bally & Albert Sechehaye. Trans. Wade Baskin, subsequently edited by Perry Meisel & Haun Saussy. NY: Columbia University Press, 2011.
13. Trier, J. Das sprachliche Feld. Eine Auseinandersetzung. Neue Jahrb. F. Wiss. U. Jugendbildung, 10, 428-49, 1934.

14. Australian English Dictionary. Oxford University Press. 1988. 2-nd edition.
15. The American Heritage Dictionary of the English Language: Houghton Mifflin Harcourt Publishing Company. 2016. 5-th edition.
16. Baldick, C 2004. The concise Oxford Dictionary of literary terms, viewed 8 March 2011. <http://www.highbeam.com/doc/1056-binaryopposition.html>.
17. Collaborative International Dictionary of English (CIDE). Fogarty, S 2005.
18. The literary encyclopedia, viewed 6 March 2011, <http://www.litencyc.com/php/sttopics.php?pec=true&UID=122>
19. Longman Dictionary of Contemporary English. Pearson Education Limited, 2001.
20. Webster's International Dictionary, 1913. G. and C. Merriam Co. Springfield, USA.
21. https://dic.academic.ru/dic.nsf/eng_rus_apresyan/101678/
22. <https://woordhunt.ru/word/among>

SOBRE A ORGANIZADORA

Teresa Margarida Loureiro **Cardoso** é licenciada em Línguas e Literaturas Modernas, variante de Estudos Franceses e Ingleses, Ramo de Formação Educacional, pela Faculdade de Letras da Universidade de Coimbra, Portugal (2001). É Doutora em Didática pelo Departamento de Didática e Tecnologia Educativa (atual Departamento de Educação e Psicologia) da Universidade de Aveiro, Portugal (2007). É Professora-Docente no Departamento de Educação e Ensino a Distância (anterior Departamento de Ciências da Educação) da Universidade Aberta, Portugal (desde 2007), lecionando em cursos de graduação e pós-graduação (Licenciatura em Educação, Mestrado em Gestão da Informação e Bibliotecas Escolares, Mestrado em Pedagogia do Elearning, Doutoramento em Educação a Distância e Elearning), e orientando-supervisionando cientificamente dissertações de mestrado, teses de doutoramento, estágios de doutorado no exterior e estudos de pós-doutoramento. É investigadora-pesquisadora no LE@D, Laboratório de Educação a Distância e E-learning, cuja coordenação científica assumiu (2015-2018) e onde tem vindo a participar em projetos e outras iniciativas, nacionais, europeias e internacionais. É ainda membro da SPCE, Sociedade Portuguesa de Ciências da Educação, e membro fundador da respetiva Secção de Educação a Distância (SEAD-SPCE). É igualmente membro da SOPCOM, Associação Portuguesa de Ciências da Comunicação. Pertence ao Grupo de Missão “Competências Digitais, Qualificação e Empregabilidade” da APDSI, Associação para a Promoção e Desenvolvimento da Sociedade da Informação, é formadora creditada pelo Conselho Científico-Pedagógico da Formação Contínua do Ministério da Educação (Portugal), autora e editora de publicações, e integra comissões científicas e editoriais. É a coordenadora científica da Rede Académica Internacional WEIWER®, distinguida em 2020 como *Champion Project* na categoria *E-Science* pela ITU, *International Telecommunication Union*, a Agência das Nações Unidas para a Sociedade da Informação.

<http://lattes.cnpq.br/0882869026352991>

<https://orcid.org/0000-0002-7918-2358>

ÍNDICE REMISSIVO

A

Adaptación Curricular 48, 54, 55, 56

Aprendizaje 15, 22, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 55, 56, 57, 60, 63, 69, 87, 91, 92, 94, 95, 103, 104, 107

B

Barreras para el aprendizaje y la participación 48, 51

Binary privative opposition 70, 72

C

Cambio climático 88, 97, 98, 101, 102, 103, 104, 105, 106, 107

Concept map 1, 6

Conciencia 85, 89, 95, 97, 102, 103, 108, 109, 118, 119

Contaminación 88, 97, 98, 102, 104, 105, 108, 109, 110, 111, 113, 114, 115, 116, 117, 118, 119, 120

Convivencia 26, 58, 59, 60, 62, 63, 64, 65, 66, 67, 68, 91, 92, 93, 94, 95, 96

Cooperative aspects of learning 1, 10

Coreografías Didáticas 23, 25, 26, 27, 33, 34, 35

Cultura 23, 27, 50, 51, 60, 85, 88, 89, 90, 95, 97, 99, 100, 103, 104, 108, 109, 110, 112, 113, 115, 117, 119, 120

Cursos 13, 14, 15, 16, 17, 18, 19, 20, 21, 38, 47, 111

D

Didáctica 35, 36, 37, 39, 40, 42, 43, 44, 45, 46, 48, 49, 50, 54, 56, 59, 103, 104

Digitization of education 1

Diversidad 48, 49, 50, 51, 55, 58, 59, 61, 63, 67, 92

E

Educação Aberta 23, 24, 25, 26, 28, 34

Educación 13, 14, 15, 16, 21, 22, 37, 38, 40, 46, 47, 48, 49, 50, 51, 54, 55, 56, 57, 58, 59, 60, 61, 85, 86, 87, 88, 89, 90, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 115, 116, 117, 118, 119

Educación odontológica 85, 89, 90, 95

Eficiencia 14, 16, 20, 21, 25

Elegibilidade 121, 123, 124, 126, 127, 128, 129, 130

Enseñanza 15, 22, 36, 37, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 55, 56, 87, 92, 103, 107, 118, 119

Envolvimento da família 121, 123, 125, 127

G

Gradual opposition 70, 77

Grammatical category 70, 79

I

Inclusión Educativa 48, 51

Innovación 38, 46, 47, 52, 85, 88

Interculturalidad 58, 59, 60, 61, 62, 64, 66, 67, 117

L

Learning quality 1, 2, 6, 7, 10

M

Minería 36, 37, 42

Modern English 70, 77, 79

P

Planificación 36, 40, 49, 53, 55, 96, 120

Plásticos de un solo uso 108, 109, 110, 111, 112, 113, 117, 118, 119, 120

Profissionais de intervenção precoce 121

R

Rede Académica Internacional WEIWER® 23, 25, 28, 34

Rubrics STEAM learning 1

S

Salud 13, 14, 16, 18, 19, 21, 58, 88, 89, 91, 102, 112, 113, 114, 118, 119

Structuralism 70, 71

Sustentabilidade 85, 88, 89, 90, 92, 93, 94, 95, 96, 101

T

Tecnologias Eduacionais em Rede 23, 24, 34

The seme of duality 70, 77, 79, 81

Toxicidad 108, 114

Trabajo colaborativo 48, 52, 55, 56

V

Valores 51, 52, 58, 59, 60, 61, 62, 63, 64, 65, 67, 68, 69, 85, 95

Virtual 10, 13, 14, 15, 16, 21

W

Wikipédia 23, 24, 25, 26, 27, 28, 29, 30, 33, 34, 35