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IMAGE OF EDUCATION IN THE LANGUAGE
CONSCIOUSNESS OF
RUSSIAN AND ARABIC STUDENTS

MASTER'S THESIS

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ABSTRACT

The topic of the master's thesis is "Image of education in the language consciousness of Russian and Arabic students". Language consciousness is one of the most important aspects in the field of psycholinguistics. It is defined as a verbalized type of the social culture. It is considered to be the basis of the theoretical knowledge and social experience that are gathered as a result of cultural and historical expansion of the ethnic group. **The purpose of the thesis is to analyze the image of education as a universal phenomenon.** The work is carried out from the position of psycholinguistic school which intends to analyze different aspects that can influence the educational process organization in the culture of foreign language for Russian and Iraqi students. **To attain this,** we consider to study the perception of the images **education, entering the university, university, teacher, student and exam.** We use the **method of free associative experiment** as well as **comparative method** to investigate how education is achieved from the perspective of psycholinguistics. Associative fields established in our experiment allow us to analyze the image of education from purely linguistic point of view in response to the formal-grammatical characteristics of the given responses as well as analyzing the distribution of all reactions according to the semantic fields grouping. **Findings of this experiment** suggest that education plays an important role in developing the society since it grants people knowledge and ideas.

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INTRODUCTION

Education is the process of gaining knowledge, values and habits. It is regarded as an important aspect in our life. We can use it wherever we go and when we talk as well as when we solve problems and take decisions. It is considered to be the base of our life.

The research is vital because psycholinguistics suggests to analyze education through language consciousness which is viewed as a series of images that can be carried out by using linguistic means like forming, keeping and remarking the language signs that can help us to enter the process of the cognition's origin as a proficient figure.

Our target is to analyze the image of education for Russian and Iraqi students.

The subject of our research is to analyze education through language consciousness of Russian and Iraqi students.

The object of our research is to find the similarities and differences of the reactions.

The tasks of the research are: to define the term consciousness; to discuss the kinds of consciousness; to clarify the term language consciousness; to analyze the image "education"; to present the results of the analysis; and to find the similarities and differences of the reactions.

To conduct the research the following methods were used: the free associative experiment and comparative analysis.

As for the theoretical sources, our investigation is based on the works of such scholars as Apresyan, Y.D, Bondarets, O.E & Polenova, G.T, Cooley, C.H, Ellis, E, Ingwersen, P & Neilsen, M.L, Mukhametzyanovaa, L & Shayakhmetoval, L, Rödl, S, Smirnov, S.D, Tarasov, Y.F, Ufimetseva, N.V, and Zamorshchikove, L.

The research materials are two questionnaires used in the analysis. The first one was obtained from 200 Russian students written in their native

language. The second one was obtained from 200 Iraqi students written in their native language.

The theoretical value of the research is that the notion of consciousness has been defined, the kinds of consciousness have been discussed, language consciousness has been clarified, and the method of free associative experiment has been mentioned.

The practical value of the research is accounted for by the possibility to use the results of our investigation to find the similarities and differences of the reactions and the way of using them to develop the process of education.

Structure and volume of the research. Our research contains 90 pages (excluding appendices) and consists of introduction, theoretical part (defining the notion of consciousness, discussing the kinds of consciousness, and clarifying language consciousness), practical part (analyzing the image of education, entering the university, university, teacher, student, and exam, finding the similarities and differences of the semantic groups between Russian and Iraqi students), results, conclusion, references and appendices. Each unit consists of several logically interconnected sections followed by results where we enumerate the main outcomes of our work. The total outcome of the research is summarized in a separate conclusion. Our references consists of 35 sources represented by books and articles of Russian and foreign authors. In the appendices, we give sample of the materials that were analyzed (questionnaires and reactions used in the analysis).

CHAPTER 1 GENERAL INFORMATION ABOUT LANGUAGE CONSCIOUSNESS

1.1 General information about consciousness

The term consciousness is one of the most important topics nowadays and many scholars discussed it. This term was described by many scholars like Armstrong 1980; Sutherland 1989; Hawkins 2004; Gulick 2004; Montemayor 2015.

In 2008 M. Velmans and S. Schneider mentioned in their book “Blackwell Companion to Consciousness” that consciousness is anything that we are conscious

of at any certain moment which composes part of our awareness that can make an aware experience at once the most popular and mysterious feature of our lives (Schneider, 2008).

Also, consciousness is viewed as an intellectual construct that can be changed any time relying on the situation as well as it is not a “thing” that can exist as an independent object (Lancaster, 2013).

Besides we can agree with J. Small who stated that consciousness is being aware of one’s surroundings, perceiving the presence of something, as well as being aware of the exact moment that you are in. As well as to be aware of how you influence the human social, political and characteristics nature that you are a part of and how it influences you (Small, 2017).

To sum up, we can say that consciousness can describe our perception of internal and external incentives like feeling of pain and hunger. Consciousness cannot stand alone it depends on the place and environment. consciousness consists of of all subjective and objectives reality as it is an important aspect of knowledge and morality as well as consciousness is not stable it can be changed depending on our states.

1.2. Types of consciousness

The notion “consciousness” became very popular and attracts attention of different scholars nowadays. Thus, different scholars stated different types of consciousness.

1.2.1 Self-Consciousness

The notion “self-consciousness” is viewed in different ways depending on the early and modern views of the scholars.

From the point of view of early scholars like Ch.S. Carver & M.F. Scheier self-consciousness is divided into two parts private and public self-consciousness. Private self-consciousness denotes the inclination to consider and take care of the more secretive, concealed parts of the self, aspects that are individual in nature and not effortlessly available to the scrutiny of different people—for example, one’s privately held beliefs, desires, values, and emotions.

While public self-consciousness denotes the propensity to think about those self-aspects that are matters of general display as well as the nature of the self from which impressions are constituted in other people’s eyes—for example, one’s clear behavior, mannerisms as well as expressive qualities (Carver, 1985).

Also, G.P. Stevenson said that human self-consciousness is subjective to the sequent knowledge of instinctively feeling the “easy conversion” of past awareness accompanied by their related reflexive feelings of vitality which means that at any certain point of time, there will be an automatic effect of facility and past-awareness “appropriation” as its intentional entity (Stevenson, 1998: 6).

In addition, J.L. Bermudez stated that self-consciousness is a psychological state or, more accurately, as an arrangement of psychological states (Bermudez, 1998).

While from the modern view of the linguist S. Rödl self-consciousness is defined as a unification of representations, and a representation of this unification is contained in any representation that belongs to this unification.

Consequently, this representation of unification, self-consciousness, represents a unification of all objects of all possible representation that can belong to this unification. That is to say that this representation symbolizes their object through its formal notion (Rödl, 2013).

Moreover, he stated that self-consciousness can be divided into two parts practical and theoretical self-consciousness. He stated that practical self-consciousness is a practical knowledge by itself which can be considered the origin of the existence of all objects, while theoretical self-consciousness is the form of theoretical knowledge that cannot be considered the origin of the existence of all objects, yet is the origin of their form (Rödl, 2013).

To draw the conclusion we can say that self-consciousness depends on our psychological situations as it hides some features of the self that cannot be viewed to the others like our wishes and feelings. Self-consciousness consists of many objects and unions in which all these objects can be represented in one union. Also, self-consciousness contains theoretical and practical knowledge that can be seen in the origin and the form of the objects. Eventually, self-consciousness is subjective not objective in which it is directly related to the person's consciousness of the past as well as the present.

1.2.1 Social consciousness

The notion “social consciousness” appeared through the work of C.H. Cooley who stated that the integration of the social mind contains, not in acceptance, but in coordination, in the actuality of common impact or causation among its components, by virtue of which everything that happens in it is association with everything else (Cooley, 1907).

As well he distinguished between conscious and unconscious relationship. He stated that the unconscious things are those of which we are not conscious about; which, in one way or another- escape our attention. A great part of the impacts at work upon us are of this character like our language, our mechanical

arts, our government as well as other institutions we derive mainly from people to whom we are but indirectly and unconsciously associated (Cooley, 1907).

Moreover, he explained the relationship between social consciousness and self-consciousness. He stated that in spite of, the expansion of social consciousness which can be considered the greatest fact in history, it is still limited and incomprehensible in human life.

Also, he mentioned that “social consciousness, or awareness of society, is inseparable from self-consciousness, because we can hardly think of ourselves excepting with reference to a social group of some sort, nor of the group except with reference to ourselves. The two things go together, and what we are really aware of is a more or less complex personal or social whole, of which now the particular; now the general aspect is emphasized” (Cooley, 1907: 676).

Furthermore, he suggested that we can find social consciousness either in certain mind or a collaborative activity of many minds” The social idea that I have are closely connected with those that other people have, and act and react upon them to form a whole. This gives us public opinion, in the broad sense of a group state of mind of which the group is more or less distinctly aware” (Cooley, 1907: 679).

In addition, L. Ammentorp discussed the way of developing social consciousness. He stated that social consciousness develops, in an educational setting, in a process involving and increasing awareness of social historical context, the ability to think abstractly about time and place, and beyond the immediate everyday conditions to understand individual experience as embedded in a broader system of social relations (Ammentorp, 2007).

Besides he explained the process of social consciousness. He stated that social consciousness is an interlinked three-fold process involving: an increasing consciousness and analytical understanding of the socio-historical context; a perception of self as a representative being located and established in this context; and a perception of social function (Ammentorp, 2007).

At the same time M.M. Schlitz, C. Vieten & E.M. Miller suggested that social consciousness signifies the level of explicit awareness a person has of being part of a larger whole. It contains the level at which one is conscious of how he or she is effected by others, as well as how his /her attitudes may affect the others. It also contains an understanding that there are many features shaping experience that can lie below the threshold of aware consciousness (Miller, 2010).

Likewise they stated that there are five levels of social consciousness:

1. embedded: where awareness is formed without aware perception by social, cultural and biological elements which can be considered as a kind of social awareness;

2. self-reflexive: in that people get consciousness of how their experience are conditioned by the social world through the indication and meditative practices;

3. engaged: in which people are not only conscious of the social environment, but begin to generate an intention to subscribe to the greater good in an external directed way;

4. collaborative: in which people see themselves as a part of the common and start to work with others to co-create or form the social environment by cooperative actions, like collaborative investigation, social networking as well as learning;

5. resonant: in which people report an awareness of essential interrelationship with others as a sphere of common experience and appearance that is felt and indicated in social groups that can motivate social conversion (Miller, 2010).

To conclude we can say there is a strong connection between conscious and unconscious mind. Unconscious things can be away from our consideration while conscious things can be close from our consideration. Moreover, social consciousness up till now is restricted and unintelligible although it is the feeling

of responsibility that can be found in specific mind and collaborative interests as well as it can be developed through education by improving the social texts. Also, social consciousness of people can be influenced by the behaviors and attitudes of the others since it can be constituted without realization of the social and cultural features that people can obtain through contemplative practice.

1.2.3 Historical consciousness

The term historical consciousness appeared through the work of J. Rüsen. He stated that historical consciousness refers to an integrative theoretical approach able to subsume two associated trends as well as one different tradition. It provides the prospect of connecting the increasing attraction that is shown by many historians in what tends to be called memory (Rüsen, 2001).

We should know also that J. Rüsen has interest in the “ontogeny” of historical consciousness, he said that “ we can begin to perceive the prospect of an approach with the potential to integrate a third, slightly different, strand of research. A theory of the development of historical consciousness can also perhaps be (sufficiently inclusive) to subsume research on students’ understanding of the discipline of history” (Rüsen, 2001: 2).

Furthermore, he stated that there are four different types of historical consciousness: traditional, exemplary, critical and genetic. He argued that traditional historical consciousness is a view toward the past in which traditional narrations are pre-given and provide us with the origins of our morals, values as well as our form of life. These latter are in turn seen as constant and compulsory ways of living, supplying us with not questioned morality fastened by a stable tradition. Also, time can be experienced as origins and redundancies (Rüsen, 2001).

Exemplary historical consciousness considers the past as personifying rules of change and human behavior that stay valid any time that will broaden our view toward the past, permitting us to make sense of more than a constant tradition. But instead we treat past incidents as situations or examples that will

provide lessons for the present that include moral as well as morality that has a permanent validity. Also, time can be experienced as change, but changes come after permanent rules (Rüsen, 2001).

Critical historical consciousness disputes view that are taken in either of the first two kinds. It disputes traditional narrations as well as drawing attention to deviations from exemplary rules. It makes use of these to deny the truth of a story, or to show how permanent rules do not stick up. Also, the critical stance marks itself from other historical viewpoints and stories by providing counter stories (Rüsen, 2001).

Genetic historical consciousness regards a stance beyond the confirmation or refutation of the previous three forms of historical consciousness. Change can be considered as central to the past that provides its meaning to history. While different points of view are accepted by being unified in this standpoint of interim change. In addition, permanence and continuity can be considered as temporalized. Furthermore, moral values are no more constant, but they are pluralized through the acceptance of “otherness”, and variation with time (Rüsen, 2001).

In contrast, the German historian K.E. Jeismann argued that historical consciousness is a concept that {incorporates} the relation between explanation of the past, realizing of the present as well as perspective on the future (Jeismann, 1979).

Eventually, R. Thorp stated that historical consciousness is indicated through narrations, but it should be recognized as a conduct towards these narrations. Therefore, when an individual creates historical narratives he/she uses history in various ways. Uses of history can be classified according to what type of use they are, and how they are used. While how an individual uses history is decided by what type of historical consciousness she/he has (Thorp, 2014).

In conclusion, we can consider historical consciousness as a theoretical approach as it is the student's comprehension of the history. Since it can be viewed through different perspectives traditional, exemplary, critical and genetic. In addition, social consciousness is continual and mandatory way as it supplies us with the origins of our ethics and principles as well as it is embodied in rules and behaviors of human that is available anytime. Furthermore, social consciousness can be seen as a mixture between the past, the present, and the future through describing the past, perceiving the present as well as being conscious to the future.

1.3. Language consciousness

The term language consciousness became very popular and nowadays attracts different scientists. All papers and thesis written in Russia are generally based on the approach proposed by the Russian Psycholinguistic School.

Language is a special characteristic of human species. There are many reasons that make us believe that language is related only to the human capacity to understand language that other creatures do not have. Humans are different from other creatures; they are able to learn complex linguistic rules easily and without facultative conscious efforts. We are able not only to analyze the structure of the sentence, its role and meaning, but also the way in which sentences and words are used for different purposes.

Consciousness is related directly to our understanding of meaning. The relations between consciousness and language are not easy to understand due to various reasons:

1. We should understand language and its function in cognition. One point of view is that linguistic abilities can form reasoning. Language is not only the capacity to communicate, but it is also the way in which ideas and thoughts are encoded.
2. Language is very important for all types of reports that have connections with our rational life, and hence, it is critical for the ability to report

conscious situations. Actually, our rational states depend on linguistic abilities.

3. The most important thing is that it is the grace of our language abilities that enables us to provide access to our thoughts and believes “access consciousness” (Block, 1995: 231).

4. Language is our preferred way to frame a complicated structure of understanding that produces the possibilities to expand the range of objects, individuals, activities, and gestures. While consciousness has a principle popular collective elements. Its evolution begins in the early years of life.

5. Language effects on consciousness in the feeling that it uses a kind compulsion, «tyranny» throughout ideas, guiding its signs along the channels of linguistic structure, moving, like it were, the changeable separately distinctive and emotionally coloured ideas into the general structure of these categories (Spirkin, 1990: 75).

Language and consciousness are closely related to each other and one can't exist without another. The term language consciousness appeared in the field of psycholinguistics in 1988. The study of this term is considered to be rather complicated due to the fact that it combines such concepts that belong to different and at the same time close fields of science: psychology, linguistics and philosophy. The fact that this notion unites linguistic phenomena (language) with psychological one (consciousness) attracts scientific attention.

Since the early 1990 of the 20th century, a new methodological framework for ethno psycholinguistic research has been developed in the Moscow school of psycholinguistics. Its central problem is the study of the national-culture specificity of language consciousness, the difference between national consciousness of communicants being recognized as the main cause of misunderstanding in cross-cultural communication. According to A.N. Leontiev, the term “language consciousness” used by the Moscow school of psycholinguistics can be compared with the term “world image” common to

Russian psychology, since the latter denotes the reflection of the object world in a person's psychology, this reflection being mediated by object meanings and corresponding cognitive schemas, and being amenable to conscious reflection (Leontiev, 1988: 195-196).

In 1995 Y.D. Apresyan discussed that the terms world view and images of the world can be considered by scholars as a very significant terms in the study of language consciousness. These terms have a strong similarity in both content and value, but there is a difference between them. Worldview is a sort of psycholinguistics whereas image of the world is a category of linguistics (Apresyan, 1995).

Moreover, he stated that the person can receive the information about the world by means of the senses that conceive in the mind whether consciously or not. The image of the world can be considered in verbalism as a world view. All languages and cultures can be recognized by their juxtaposition (Apresyan, 1995).

Language consciousness is viewed as the exploration of cultural characteristics in language consciousness that can identify language consciousness itself. It can be regarded as a mean of understanding foreign culture in its object, activity as well as a mean of understanding the culture of native. The ontology of finding language consciousness is cross-cultural communication of carriers of various cultures that is accompanied by a communication conflict as a result of the absence of common knowledge (Tarasov, 1996, 1998).

Furthermore, he mentioned the specific features of communication when we use a specific national language that includes:

1. Certain organization of speech according to the basis of the language.
2. Certain images of consciousness as a reflection of objects of a specific culture.
3. Certain systematic feature of the world image (Tarasov, 1996).

Also, Y.F. Tarasov and N.V. Ufimtseva suggested that the hypothetical basis can be considered as the idea that is shown in psycholinguistics is that the reality phenomena that can be realized by the person in the cause of activity and association can be shown in his/her language consciousness. In this case this display can not only solve the causal and spatial relationship of the phenomena that can be caused during the realization, but also influences specific ethnocultural conditionality, dynamism as well as variability (Tarasov, 1996, 2006; Ufimtseva, 2004, 2011).

Moreover, he stated that the notion of language consciousness can be used in studying or modeling the linguistic picture of the world that is synonymous with the psychological notion of the image of the world. This for the first time has permitted us to build a real model of the linguistic picture of the world of a native language speaker. Also, this model can coincide with the systematic holistic concept that permits us to study the notion of language consciousness of different native language speakers as well as culture members (Tarasov, 2006 as stated in Ufimtseva, 2014).

S.D. Smirnov mentioned that all images conceived in the language consciousness have been integrated in various associative connections in human awareness in which mass media, literature, social and political changes that can happen in society have a significant influence. All set of images progress an interconnection image of the world that can be displayed in the awareness can give us idea about the world in the category of complete system (Smirnov, 2005).

Consequently in the same year M. Hafez stated that language consciousness is a transitional state of transition from primordial instinctive awareness to renewed rational consciousness through conceptual moments of speech formation (Hafez, 2005).

In 2011 L. Zamorshchikova proposed that language consciousness and world view, along with cross-cultural communication and speech ontogenesis

can form some of the basic areas of modern psycholinguistics research. Particularly, it is related with understanding, describing and explaining how cultural concepts and values are constituted and reflected in language (Zamorshchikova, 2011).

Moreover, she discussed that in Moscow school of psycholinguistics the concept of language consciousness is compared with the concept of world view. In Russian psychology, world view is viewed as a collection of representations of the material world that is mediated by objective, externally-fixed meanings that are correlated with inner, cognitive mechanisms acquiescent to aware manipulation (Zamorshchikova, 2011).

In addition, language consciousness shows the privacy of interaction with the world of a specific ethnic group; analysis of the particular forms of expression of the language consciousness that permits us to discover the perfect form of the culture of a specific ethnic group in a particular historical time (Zamorshchikova, 2011).

Eventually, specialists found that language consciousness is not only seen as a subjective concern. Instead, it encased viewpoints that can strengthen language understanding which includes affective, socio-cultural perspectives among others that add to the numerous methods of using language (Ellis, 2012).

Thus, we can state that there is a great number of various approaches to the notion language consciousness. Although the choice of allocation criteria significantly depends on the research objectives and the main tasks of the scientific work.

To sum up we can say that language consciousness is an image that comes to the mind when we hear or see a word. It cannot be learned or taught at school or university, but it is acquired by the person himself depending on the experience that a person has. Also, it is the indication of the real world in a bilateral sign in which ideas of items and phenomena of the world are associated

with sound representations or it is the indication of a particular language structure in the native speaker's sub-consciousness.

1.4 Associative experiment

Associative experiment is one of the most important methods that is used in psycholinguistics. It depends on assumption in which uncontrolled associations are considered to be symbolic of internal elements of consciousness. Many scholars have stated different definitions and explanations of associative experiment. The first association experiments have been carried out in the USA and Belgium by Cramer 1968; Deese 1965; Groot 1988; Jenkins & Palermo 1964. In 1962 J. Deese stated that associative experiment is a way to recognize the associative meaning of a stimulus word or the connection between two stimulus words (Deese, 1962).

The words that are going to be responded can create a set of associative representations of the stimulus words. Hence, the similarity between two stimulus words denote the relationship between the stimulus words that are going to analyzed. The sets of response words are considered to be an indication of the examiners' (un) conscious understanding of the relevance as well as the relation between the stimulus concepts that are shown by the test. Also, the association test reveals the examiners' feeling about a certain concept or phenomena (Kiss, 1975).N.V. Ufimtseva asserted that free association experiment helps us to obtain the systematic organization of the essence of some culture's collective consciousness that can be reflected in its language. Also, it allows the researcher to discover the systematic organization of the linguistic cognition of the members of the culture as a whole and at the same time it displays the singularity as well as the non-repetitiveness of the world view that is correlated with any culture (Ufimtseva, 1996).

Association experiment is viewed as a common method in the field of psycholinguistics which is used to show the personal world of an individual. According to the form it is a series of dissociated words that are given orally or

in written form to the respondents who should respond with the first word that comes to their minds. These associations can show the respondents' verbal memories, processes, thoughts, emotional states as well as personalities. Psycholinguists test the nature and possibilities of the responses and state that the time limit should take into consideration to respond (Ingwersen & Lykke, 1999).

Furthermore, they stated that various points should take into consideration when we plan an association experiment. The respondents are allowed either to associate freely which is called free associative experiment or are restricted by semantic categories that could be either a specific synonyms in terms of a certain context or the choice among options that is called controlled association test (Ingwersen & Lykke, 1999).

Moreover, they mentioned that priming is a way of reaction manipulation that could be done by using verbal instruction or by providing the physical equipment of the stimulated context of the stimulus words in addition to optical impression connected with the physical surroundings is supposed to prepare the respondents' mental models of the work area thus effect their associative reactions (Ingwersen & Lykke, 1999).

According to O.E. Bondarets & G.T. Polenova (2009) associative experiment allows us to obtain information about respondent's reaction to some notions and phenomena which are expressed by the words. It is carried out with the help of interview and questionnaire among people joined in groups according to their age, sex, nationality, language, profession, education as well as social status. The common procedure contains the following: respondents' are asked to respond stimulus either by using chain of stimuli or by using a word. They should write the first word that comes to their mind. It should also be noted that associative experiment is a kind of a laboratory experiment in which it needs more verification in the processes of actual communication. At the same

time it is considered as a useful source of information about the topicality of analyzed notions in the consciousness of the representative of a certain culture.

Concurrently, many problems, attached with the associative experiment in both natural people communication and in experiment itself, which are not studied enough, that's why we need more elaboration and corrections. Consequently, the question about optimal number of respondents in the experimental group has not been settled yet. The experience of conducting associative experiment displays that only few associations are unique while the majority of the answers are quite ordinary and have specific colouring typical for a certain culture. It is also noted that the reduction of time for thinking makes the respondents give the most typical answers whereas the increasing of time leads to various and different answers (Bondarets & Polenova, 2009).

In 2014 L. Mukhametzyanova & L. Shyakhmetova mentioned that free associative experiment reveals verbal associations of native speakers which are established in the form of associative dictionaries. On the one hand, associative experiment is distinguished by clarity and suitability of application as well as the probability of attracting a large number of respondents. On the other hand, it is distinguished by high degree of the results temporality and the necessity of calculating psychological, social, age, gender and language characteristics of the respondents.

Free association experiment helps us to understand what we really think and know about ourselves as well as the representatives of other culture. Besides, it enables us to control our conscious mind.

We organized our experiment among 200 (96 males & 104 females) Russian students of South Ural State University at the faculties of Energy, Economy & Management, Law, Philology of English Language, Journal, Information Technology, and Computer Science, their age between (17 to 22), and 200 (96 males & 104 females) Iraqi's students of University of Baghdad and University of Al-Qadisyah at the faculties of Economy & Management,

English language, Journal, Fine Arts, Chemistry, Information Technology, and Computer science, their age between (19 to 22). From the linguistics perspective 100 students is enough, but in order to get various and different answers we chose this number. They were given 88 words formed in a questionnaire written in their native language (Table 1&2). Time limits were taken into consideration in order to get the first word that comes to their mind when they see these words. Since our aim is to analyze the image of education, we chose the following images from the questionnaire (Education, Entering the university, University, Teacher, Student, and Exam).

Results

In the light of what has been mentioned previously in this theoretical part, we have defined consciousness as the awareness of the internal and external motivation just like the feeling of pain or hunger. In addition, our consciousness is not stable it can be changed relying on our feelings and states.

We have discussed also that there are three types of consciousness, they are:

1. Self-consciousness which is viewed as the our psychological situation that can hide some characteristics of the self like feelings and wishes. Besides, self-consciousness can be considered as subjective not objective in which it is directly related to our consciousness of the past as well as the present.
2. Social consciousness which is the feeling of responsibility that can be found in certain minds and interests. Also, it can be developed through education and social text. Besides, it can be effected by the attitudes of the others although it can be constituted without realization of the social and cultural features that people can get through contemplative practice.
3. Historical consciousness which is defined as a theoretical approach as well as it is the student's understanding of history. Moreover, social consciousness can be considered as a mixture between the past, the present, and the future through describing the past, perceiving the present as well as being conscious to the future.

Furthermore, we have noticed that there is a strong relationship between Language and consciousness. They are directly related with each other and one cannot exist without the other.

Moreover, we have seen that language consciousness is described as an image that comes to the mind when we see or hear a word. It cannot be taught at school or university, but is acquired through the experience that a person has.

In order to achieve the results of language consciousness we used the associative experiment method that can be done either in oral or written form. It

is carried out by answering the first word that comes to the mind. When we plan to do the associative experiment we should put in mind some considerations like age, gender, nationality, and number. Free association experiment helps the examinees to respond to themselves instead of repeating the ideas of the examiner. Thus, the problem of reaction is solved automatically; the choice is not done by a thought, but by language itself offering a prepared fragment from well-known context.

CHAPTER 2 THE ANALYSIS OF THE IMAGE OF EDUCATION FOR IRAQI STUDENTS

2. Image of education in the language consciousness of Iraqi students:

In this chapter we are going to analyze the results of the associative experiment among Iraqi students. We have chosen six images, they are the following:

2.1 Education

The associative field of the image education consists of 200 answers with 80 different responses, where the diversity coefficient (kp) equals to 0,80. According to the linguistic classification we can select four main types of reactions:

1. word-combinations 23% *second half, second life, new information, everything, new life, important thing, base of life, high level, enlighten the mind, to get certification, to transfer information, to get a target, to provide information, to get information, to gain knowledge, to feed the mind, to improve our knowledge, to build the society, to get experience;*
2. adjectives 10% *beautiful, important, interesting, useful, precious, great, wonderful, good;*
3. verbs 3% *want, change;*
4. nouns 64% *culture, future, weapon, development, knowledge, power, necessity, duty, learning, life, base, promotion, science, aim, benefit, hope, friend, progress, revolution, studying, dream, supporting, information, security, ambition, majesty, commitment, method, challenge, bravery, happiness, character, nation, experience, life, glory, imagination, leadership, pearl, sword, world, awareness,*

safety, energy, position, advance, job, plan, will, flourishing, understanding.

The most frequent reactions for Iraqi students that comprise the base for the image education are the associations *culture (21)* and *to enlighten the mind (15)* that can be treated as the result of education, *future (11)* that is the reflection of education. We can depend on the data in order to build several semantic groups:

1. semantic group of knowledge: *culture (21), knowledge (7), science (3), information (2), new information (2), to transfer information, to provide information, to get information, to get knowledge, to improve our knowledge, to feed the mind, to get experience, experience* (total number: 43; different answers: 13).
2. semantic group of aspiration: *power (6), good (4), aim (3), hope (2), security (2), dream (2), majesty (2), bravery, energy, will, sword, glory, leadership* (total number: 27; different answers: 13).
3. semantic group of development: *to enlighten the mind (15), development (7), promotion (3), benefit (2), progress (2), flourishing, advance, to build the society, growth* (total number: 33; different answers: 9).
4. semantic group of considerations: *life (4), second half (2), ambition (2), new life, second life, plan, want, world, character, nation* (total number: 15; different answers: 10).
5. semantic group of learning: *learning (5), base (4), studying (2), supporting (2), to get certification (2), useful (2), high level (2), method, imagination, base of life, understanding* (total number: 23; different answers: 11).
6. semantic group of importance: *necessity (5), duty (5), important (3), precious (2), to get a target, commitment, awareness, everything, safety, important thing, pearl, challenge* (total number: 23; different answers: 12).
7. semantic group of change: *future (11), change (2), revolution (2)* (total number: 15; different answers: 3).

8. semantic group of enjoyment: *beautiful* (3), *interesting* (2), *wonderful*, *happiness*, *great* (total number: 8; different answers: 5).
9. semantic group of force: *weapon* (9) (total number: 9; different answers: 1).
10. semantic group of work: *job*, *position* (total number: 2; different answers: 2).
11. semantic group of friendship: *friend* (2) (total number: 2; different answers: 1).

To sum up, we can say that education plays an important role in the society of Iraq. It is associated with necessity, science and intelligence, because people feel that education can change their life and thanks to it they can see the world in a different way. Education can grant people knowledge and certification thus, they can have good future. The analyzed image is viewed as a hope and dream to show the desire of people who have no chance to get education. The described image is presented as a development and progress to show that education can develop the society since it grants people ideas and knowledge. The image is shown as an importance and necessity to show that education is an important thing in the human's life. There are no negative reactions – all reactions are positive since education is considered as the base of life as well as people feel that education can give them a chance to have good future.

2.2 Entering the university

The image student consists of 200 answers with 58 different responses, where the diversity coefficient (kp) equals to 0,58. According to the linguistic classification we can classify the image into four main types, they are:

1. adjectives 9% *polite*, *comfortable*;

2. word-combination 45% *studying stage, second meeting, advanced level, new beginning, different world, the beginning of construction, beautiful thing, new life, new studying, to achieve an aim, to search about future, to feel love and education, to begin a new life, to enter a new life, to search about science, to reach success, to ask for science, to enter the house of science, to enter the world of fashion, to enter a new world, to enter the campus, to know the details of life, to specify the future, to get knowledge, the beginning of science, the gate of science;*
3. verbs 3% *to go up, change;*
4. nouns 43% *education, future, freedom, science, studying, life, activity, willingness, exam, happiness, flourishing, elegance, hope, certification, culture, smile, ambition, respect, class, commitment, aim, success, dream, development, ideas.*

The most frequent reactions for Iraqi students that comprise the base for the image entering the university are the associations *to search about future (16)* and *future (14)* that can characterize the aim of entering the university, *science (13)* that is the result of entering the university. Based on the results we can build the following semantic groups:

1. semantic group of gaining: *to search about future (16), future (14), to achieve an aim (10), to enter a new world (5), aim (4), beautiful thing (4), to enter a new life (3), to reach success (3), different world (3), the beginning of construction (3), to specify the future (3), success (2), development (2), flourishing (2), life (2), certification (2), new beginning (2), to begin a new life, to enter the campus, to know the details of life, self-confident (total number: 85; different answer: 21).*
2. semantic group of knowledge: *science (13), culture (12), studying (11), education (8), studying stage (5), to search about science (4), to go up (3), to feel love and education (2), to ask for science (2), the*

beginning of science (2), new studying (2), to enter the house of science, advanced level, the gate of science, to get knowledge, ideas (total number: 69; different answers: 17).

3. semantic group of desire: *happiness (6), interesting (4), commitment (3), hope (3), freedom (3), polite (2), willingness (2), activity (2), exam (2), second meeting (2), smile (2), change (2), dream (2), comfortable, ambition, respect (total number: 38; different answers: 16).*
4. semantic group of unwillingness: *late (4) (total number: 4; different answers:1).*
5. semantic group of fashion: *to enter the world of fashion (2), elegance (total number: 3; different answers: 2).*
6. semantic group of places: *class (1) (total number: 1; different answers: 1).*

Summing up, we can say that entering the university is considered to be a hope and a dream for students who wish to achieve their aims. Also, the analyzed image can grant students science, education and certification hence, they will have good future. The image has a strong connection with the beginning of a new life as students feel that they will enter a new world, which is different from the school world. Students feel happy and comfortable when they enter the university as they meet new friends. There is only one negative reaction, which denotes the students' unwillingness to go to university.

2.3 University

The image university consists of 200 answers with 98 different responses, where the diversity coefficient (kp) equals to 0,98 Based on the linguistic classification we can classify the reactions into the following:

1. word-combinations 37% *another society, new life, studying place, new world, higher education, second life, useful place, beginning of new life, tremendous place, second house, the house of knowledge, place of*

learning, studying stage, place of love, place of science, new stage, new friends, new life, great place, beautiful place, nice place, another life, house of science, center of knowledge, wide world, wide society, world of relations, jam place, to spend time, to mix with people, to collect information, to search about future, to build the character, to show fashion, to specify the future, to achieve the dreams;

2. adjectives 9% *beautiful, big, good, silly, wonderful, useful, noisy, bad;*
3. verbs 2% *to study, to get acquainted,*
4. nouns 52% *house, society, classmates, future, culture, meeting, certification, life, hypocrisy, wish, world, dream, development, gossip, stage, majesty, science, enjoying, job, mixing, home, education, luck, building, stress, establishment, system, work, fate, aim, greatness, zone, city, chance, success, fashion, hell, discovery, civilization, rank, wisdom, sadness, classes, benefit, restriction, envy, trick, foundation, belonging, discipline.*

The most frequent reactions for Iraqi students that comprise the base for the image university are the associations *house (18)* which is the students' consideration, *society (13)* that describes their surroundings, *culture (10)* – the result of studying at university. According to the data, we can get the following semantic groups:

1. semantic group of knowledge: *culture (8), certification (5), development (3), useful (3), to study (3), science (3), higher education (2), education, useful place, the house of knowledge, to collect information, place of learning, studying stage, place of science, civilization, rank, benefit, house of science, center of knowledge, discovery (total number: 40; different answers: 20).*
2. semantic group of society: *society (13), life (5), another society (3), world (3), new life (2), new stage, beginning of new life, new life, another life,*

- wide world, wide society, belonging* (total number: 37; different answers: 12).
3. semantic group of places: *house (18), home (2), studying place (2), building, establishment, second house, zone, city, another house, foundation, tremendous place, big, place of love, classes, jam place* (total number: 33; different answers: 15).
 4. semantic group of willingness: *wish (3), beautiful (3), dream (3), majesty (3), enjoying (3), luck, good, family, great place, wonderful, success, beautiful place, nice place, wisdom, aim, greatness, to build the character, to spend time* (total number: 28; different answers: 18).
 5. semantic group of unwillingness: *hypocrisy (5), gossip (3), to waste time (3), stress, system, silly, hell, restriction, envy, noisy, bad, discipline, sadness* (total number: 22; different answers: 14).
 6. semantic group of gaining: *future (10), job (2), work, to search about future, chance, to specify the future, fate, to achieve the dreams* (total number: 19; different answers: 8).
 7. semantic group of friendship: *meeting (8), mixing (2), to mix with people, new friends, classmates, to get acquainted, world of relations* (total number: 15; different answers: 7).
 8. semantic group of clothes: *fashion, to show fashion* (total number: 2; different answers: 2).

To draw the conclusion we can say that university is not simply the building or establishment. It is the house/second house, where the person can get information, knowledge, meet love and friends. People consider university to be a society, world and new life as they meet and mix with different people. It is associated with students' future as it gives them certification and job. The analyzed image is viewed with positive reactions like hope, dream and wish to show the student's willingness to get knowledge and ideas. In contrast, it is associated with the place of hypocrisy, gossip and envy since it consists of

people who belong to different classes and each of them has different character as well as they feel that there is a competition between them to show their fashion and abilities in understanding, doing homework, contest participation and passing the exams easily.

2.4 Teacher

The image teacher has 200 answers with 88 different responses, where the diversity coefficient (kp) equals to 0,88. According to the results, we can classify the image into the following:

1. word-combinations 23% *second father, supreme example, base of science, higher education, mean of education, aware person, educated person, respected person, second shelter, second mother, father of education, high rank, the gate of science, leader of society, useful person, source of information, way of improvement, first step, old man, man of knowledge;*
2. adjectives 20% *good, respected, clever, creative, educated, courage, successful, cultured, smart, ambitious, interesting, stupid, angry, nice, strict, wonderful, deceitful;*
3. clauses 11% *the person who teaches students, the person who understands everything, the person who prepares new generation, the person who provides knowledge, the person who builds new generation, the person who hurts students, the person who delivers lectures, the person who provides ideas, the person who has knowledge, the person who plays important role in developing society;*
4. nouns 46% *father, mother, teacher, messenger, scientist, leader, brother, friend, woman, learning, job, breeder, expert, researcher, scholar, money, working, man, education, giving, benefactor, experience, patience, promotion, sister, mind, respect, evaluator,*

safety, human, director, guide, advisor, school, commitment, comfort, cunning, glory, father and mother, teacher and mother.

The most frequent reactions for Iraqi students that comprise the base for the image teacher are the association *father (19)* and *second father (13)* that show the students' consideration, *teacher (10)* denotes the profession. Depending on the information, we can build the following semantic groups:

1. semantic group of knowledge: *scientist (6), supreme example (5), learning (4), base of science (3), mean of education (3), expert (3), respected (3), researcher (3), educated person (2), education (2), father of education (2), giving (2), benefactor (2), scholar (2), promotion, high rank, first step, respected person, experience, educated, the person who provides knowledge, respected, the gate of science, leader of society, useful person, higher education, cultured, the person who provides ideas, source of information, way of improvement, the person who has knowledge, man of knowledge, the person who plays important role in developing society* (total number: 61; different answers: 33).
2. semantic group of family: *father (19), second father (13), mother (7), brother (5), breeder (3), second mother (2), father and mother (2), second shelter (2), sister, teacher and father* (total number: 55; different answers: 10).
3. semantic group of work: *teacher (10), messenger (8), job (3), money (2), working (2), director, the person who teaches students, the person who delivers lectures* (total number: 30; different answers: 9).
4. semantic group of good behavior: *good, courage, patience, interesting, comfort, wonderful, successful, ambitious, nice, safety, glory* (total number: 12; different answers: 12).

5. semantic group of human: *friend (5), woman (4), man (2), human, old man* (total number: 12; different answers: 5).
6. semantic group of bad behavior: *commitment, strict, stupid, angry, cunning, deceitful, the person who hurts students* (total number: 7; different answers: 7).
7. semantic group of smartness: *aware person (3), creative, mind, the person who understands everything, smart* (total number: 7; different answers: 5).
8. semantic group of preparation: *the person who prepares new generation, the person who builds new generation* (total number: 2; different answers: 2).
9. semantic group of wisdom: *advisor, guide* (total number: 2; different answers: 2).
10. semantic group of leadership: *leader* (total number: 1; different answers: 1).
11. semantic group of places: *school* (total number: 1; different answers: 1).
12. semantic group of evaluating: *evaluator* (total number: 1; different answers: 1).

In conclusion, we can say that teacher in the language consciousness of Iraqi students has a strong connection with the family: he is a father, mother, brother, sister as students feel that he is a member of the family and he treats them like his sons. The teacher plays an important role in preparing new generation as he is an aware person, educated and respected. The image is characterized by learning since teacher is a man of knowledge in which he teaches students as well as gives them useful information. The image is viewed as a leader since a teacher can lead the society by his ideas and knowledge. The described image is viewed as a guide and an advisor since he can give people advice and wisdom. The studied image is related to school since it is the place

where teachers work. The analyzed image is shown as an evaluator to show the job of the teacher in which he examines and evaluates the students' knowledge. The general connotation is positive as students feel that a teacher is not only the person who delivers lectures, but he is good and interesting as he can provide them with necessary recommendations. However, the image is characterized by the following adjectives *strict* and *angry* to denote the behavior and attitude of some teachers towards students.

2.5 Student

The image student consists of 200 answers with 94 different responses, where the diversity coefficient (kp) equals to 0,94. According to our observations, we can select five main types of reactions:

1. word-combinations 12% *high rank, base of studying, aware person, supreme example, son of science, successful person, young scientist, precious thing, representative of society, student of science, future of nation;*
2. adjectives compatible with the word stimulus 26% *educated, clever, respected, brave, cultured, smart, poor, keen, resistant, elegant, ambitious, famous, tired important, lazy, oppressed, complicated, loveable, sincere, active, talented, stupid, lucky, naughty;*
3. clauses 3% *the person who is looking for science, the person who loves girls, the person who wants to learn;*
4. pronouns 4% *I, he, she, we;*
5. nouns 55% *hope, researcher, teacher, leader, wish, friend, fighter, classmate, responsibility, glory, recipient, light, worker, working, human, efforts, consciousness, pupil, money, power, work, will, dream, struggler, knight, weapon, exam, test, future, job, preparation, discipline, revolution, construction, system, master, girl, nation, love, boy,*

commitment, novelty, power, promotion, knowledge, challenge, pearl studying, focus, activity, solider, experience.

The most frequent reactions for Iraqi students that comprise the base for the image student are the association *educated* (12) which shows the student's knowledge, answer *hope* (8) that reveals the aim of the student, *researcher* (8) and *teacher* (7) as a reflection of the student's future. Based on the received data we can build several semantic groups that allow us to enlarge the knowledge concerning the perception of the analyzed image:

1. semantic group of learning: *educated* (12), *researcher* (8), *teacher* (7), *base of studying* (2), *cultured* (2), *knowledge, son of science, young scientist, studying, the person who is looking for science, the person who wants to learn, student of science* (total number: 38; different answers: 12).
2. semantic group of desire: *hope* (8), *wish* (6), *glory* (3), *will* (2), *dream* (2), *ambitious* (2), *future* (2), *famous, important, novelty, promotion, supreme example, successful person, lucky, pearl, precious thing, respected*(total number: 35; different answers: 17).
3. semantic group of leadership: *leader* (6), *master* (2), *brave* (2), *knight* (2), *high rank* (2), *representative of society, future of nation, experience* (total number: 19; different answers: 8).
4. semantic group of work: *working* (3), *worker* (3), *efforts* (3), *money* (2), *work* (2), *job* (2) (total number: 14; different answers: 6).
5. semantic group of smartness: *clever* (3), *light* (3), *smart* (2), *elegant* (2), *keen* (2), *activity, talented, active* (total number: 15; different answers: 8).
6. semantic group of friendship: *friend* (5), *love* (2), *classmate* (2), *the person who loves girls* (2), *loveable, sincere* (total number: 13; different answers: 6).

7. semantic group of system: *responsibility* (7), *discipline* (2), *system* (2), *focus*, *commitment* (total number: 13; different answers: 5).
8. semantic group of confrontation: *fighter* (4), *weapon* (2), *power* (2), *struggler* (2), *challenger*, *solider*, *resistant* (total number: 13; different answers: 7).
9. semantic group of human: *human* (3), *girl* (2), *young* (2), *pupil* (2), *boy*, *i*, *he*, *she*, *we* (total number: 14; different answers: 9).
10. semantic group of development: *revolution* (2), *construction* (2), *nation* (2), *preparation* (2) (total number: 8; different answers: 4).
11. semantic group of perception: *consciousness* (3), *recipient* (3), *aware person* (2) (total number: 8; different answers: 3).
12. semantic group of bad behavior: *poor* (2), *lazy*, *complicated*, *tired*, *oppressed*, *stupid*, *naughty* (total number: 9; different answers: 7).
13. semantic group of examination: *exam* (2), *test* (total number: 3; different answers: 2).

Based on the given responses we can conclude the following facts typical for the perception of the images. Student in the language consciousness of Iraqi students is related mainly with learning. The image is presented as I, we, he, she since students remember themselves when they answer the questionnaire. The analyzed image is viewed as a hope and wish for people who have no chance to be students. He has a strong connection with leadership in which he can be a leader and a representative of the society in which he can change it by providing people with knowledge and benefit. The image is viewed as work and job to denote the student's chance to have a job in the future. The analyzed image is presented as a friend and loveable person to reflect the student's character who likes to mix and meet other people. The described image is observed as responsibility and commitment to reflect the student's duty. It is also associated with a test and exam to show the student's destiny. The image is characterized by emotionally colourful reactions loveable and sincere, thus we can conclude

that the general connotation of the image is rather positive. However, there are some negative reactions like lazy, stupid and naughty that show the behavior and the attitude of students who have no willingness to study.

2.6 Exam

The image exam consists of 200 answers with 78 different responses, where the diversity coefficient (kp) equals to 0,78. According to the linguistic classification we can classify the reactions into four groups as the following:

1. word-combinations 15% *to know your future, to know the information, to pass a step, to know the lesson, to discover the ability, to get reward, to test life, a mean of evaluating, end of a message, end of a way, a way to success;*
2. adjectives 15% *difficult, horrible, noisy, desperate, scary, good, easy, tired, complicated, obligatory, silly, disgusting;*
3. clause 1% *to know the smartness of the students*
4. verbs 6% *to evaluate, not to sleep well, to cheat, to test, to answer;*
5. nouns 63% *test, review, horror, worry, stress, fear, fate, patience, questions, challenge, chance, battle, pass, evaluation, feeling, tension, difficulty, luck, agony, nightmare, lie, pain, war, interaction, wandering, farewell, success, puzzle, evil, ideas, attempt, content, courage, confusion, suffering, superiority, reward, life, time, duty, discovery, experiment, choice, attention, reading, happiness, day, certification, execution.*

The most frequent reactions for Iraqi students that comprise the base for the image exam are the association *test* (42) to denote the process of evaluating students, *review* (9) reflects what students do before doing the exam as they feel that exam is *difficult* (14). Based on the results we can build the following semantic groups:

1. semantic group of feeling: *difficult (14), horror (7), worry (7), stress (7), worry (7), fear (5), fate (5), horrible (4), noisy (3), battle (3), feeling (2), tension (2), desperate (2), difficulty (2), scary (2), agony (2), nightmare (2), lie, pain, war, complicated, not to sleep well, farewell, to cheat, puzzle, evil, end of a message, end of a way, tired, obligatory, confusion, execution, suffering, silly, disgusting, duty* (total number: 88; different answers: 35).
2. semantic group of evaluating: *test (42), review (9), questions (4), pass (3), evaluation (2), to evaluate (2), to know your future (2), to test, a mean of evaluating, to know the information, to pass a step, to know the lesson, reading, to discover the ability, content, to test life, to answer, discovery, to know the smartness of the students* (total number: 76; different answers: 19).
3. semantic group of delight: *good (4), luck (2), interaction, easy, courage, superiority, wandering, happiness, choice* (total number: 13; different answers: 9).
4. semantic group of gaining: *success, ideas, to get reward, reward, attention, certification, a way to success* (total number: 7; different answers: 7).
5. semantic group of effort: *chance (3), attempt, experiment* (total number: 5; different answers: 3).
6. semantic group of calmness: *patience (5)* (total number: 5; different answers: 1).
7. semantic group of perseverance: *challenge (3)* (total number: 3; different answers: 1).
8. semantic group of duration: *day, time* (total number: 2; different answers: 2).
9. semantic group of consideration: *life* (total number: 1; different answers: 1).

To conclude we can say that exam plays an important role in the students psychology as it is not just a test, but it is horror, fear and agony which reflects the feeling of the students who feel that exam is an obstacle in front of them. Hence, they feel that they are not going just to pass the exam, but they are going to battle. Thus, the general connotation of the image is characterized by negative reactions as exam is considered to be a way of destroying the students' dreams who have no willingness to cope with it. Nevertheless, there are positive reactions which show the desire of the students who would like to achieve their aims. Consequently, the analyzed image is described as happiness and joy to denote the feeling of the students who want to achieve something in their life and see the results of their work. Exam is considered to be a review that helps to discover the ability since exam is a way of evaluating the students' knowledge. The image is viewed as a challenge to denote that students are in a challenge with the exam and they should pass it. The described image is reflected as patience to show that students should have forbearance when they have an exam. The reflected image is regarded as certification and reward to show that students will be rewarded after passing the exam. The analyzed image is viewed as time and day to reflect the duration of the exam. The image is described as a chance and experiment to show that exam is not only one attempt, but multiple attempts.

Results

In the light of what has been noted in this chapter, we can get the following results:

The image of **education** in the language consciousness of Iraqi students plays an important role in developing the society. It is related mainly with necessity/ intelligence, as people can perceive that education can grant them good future and life as well.

Additionally, the image **entering the university** is considered to be the desire of students who wish to achieve their dreams. It can grant students science and knowledge thus, they will have good future. Students feel happy and glad when they enter the university as they meet new people and they have new friends. The analyzed image is characterized by positive reactions as entering the university gives students education and certification hence, they will have a good job in future.

According to the image **university** it is stated that it is considered to be not only the building, but it is the house of the student. The analyzed image is related directly with the society as people can meet and mix with different people belonging to different classes. The general connotation of the described image is positive as people can get benefit and knowledge there. However, there are negative reactions like gossip since people can feel that there is a competition between them and each of them wants to show the abilities in understanding and passing exams.

Based on the image **teacher** we can say that teacher is considered to be mainly a father as students feel that he treats them like his sons. The presented image described the teacher as an aware, educated person since he can play an important role in changing the society. The general connotation of the image is positive as students can perceive that teacher is not just the person who delivers

lectures, but he is a friend/guide who can support and help students as well as give them advice.

As for the image **student** in the language consciousness of Iraqi students is associated mainly with learning. It is viewed as hope/wish in the eyes of people who do not have a chance to become students. Thus, the general connotation of the image is characterized by positive reactions. Nevertheless, there are negative reactions to show the attitude of some students toward the process of education.

Finally, the image **exam** is viewed as horror/fear as exam can play an important role in the psychology of students who feel that exam is a barrier in front of them. Hence, the general connotation of the image is negative as students feel that exam is not just a test, but it is the obstacle which prevents them from achieving their dreams. On the contrary, the described image is characterized by positive reactions like happiness to show the students' feelings who have willingness to study as well as to achieve their dreams.

CHAPTER 3 THE ANALYSIS OF THE IMAGE OF EDUCATION FOR RUSSIAN STUDENTS

3. Image of education in the language consciousness of Russian students

In this chapter we are going to analyze the results of the associative experiment among Russian students. We have chosen six images, they are the following:

3.1 Education

The associative field of the image education consists of 200 answers with 84 different responses, where the diversity coefficient (kp) equals to 0,84. According to the linguistic classification we can select five main types of reactions:

1. adjectives 17% *important, necessary, difficult, complicated, not necessary, worthy, not significant, precious, the best, good, Russian, obligatory, empty, chargeable;*
2. word-combinations 6% *higher education, high school, studying at university, way to power, stage of life;*
3. adverbs 2% *useless, constantly;*
4. verbs 6% *to listen, to get, to study, to pay, to teach;*
5. nouns 69% *knowledge, mind, money, institute, security, life, medicore, work, freedom, capability, necessity, future, aim, studying, Sweden, light, way, house, quality, school, erudition, bore, wish, university, country, science, need, time, diploma, book, intellect, instrument, perspective, stage, world, qualification, power, difficulty, course, textbook, report, system, benefit, development, growl, hope, profession, value, experience, success, exam, opportunity, master, giving, wisdom, budget, prestige, South Ural State University.*

The most frequent reactions for Russian students that comprise the base for the image education are the association *higher education* (25) and *knowledge*

(15) shows the result of the education, *work* (12) is the association of process. According to the data, we can get the following semantic groups:

1. semantic group of knowledge: *higher education* (25), *knowledge* (15), *mind* (11), *success* (4), *studying* (3), *book* (3), *diploma* (3), *future* (2), *intellect* (2), *light* (2), *perspective* (2), *erudition*, *to teach*, *stage*, *qualifications*, *way to power*, *stage of life*, *course*, *textbook*, *report*, *benefit*, *development*, *value*, *experience*, *opportunity*, *giving*, *to study*, *master*, *wisdom*, *way*, *to get*, *science*, *to listen* (total number: 94; different answers: 33).

2. semantic group of willingness: *good* (6), *life* (4), *quality* (3), *aim* (3), *freedom* (2), *the best* (2), *power* (2), *capability*, *constantly*, *wish*, *need*, *worthy*, *hope*, *precious*, *world*, *medicore*, *time*, *security*, *system*, (total number: 33; different answers: 19).

3. semantic group of places: *university* (8), *school* (4), *institute* (3), *country*, *house*, *studying at university*, *high school*, *South Ural State University* (total number: 20; different answers: 8).

4. semantic group of work: *work* (12), *money* (3), *budget*, *to pay*, *instrument*, *profession* (total number: 19; different answers: 6).

5. semantic group of unwillingness: *useless* (3), *bore* (2), *complicated*, *not necessary*, *not significative*, *difficult*, *difficulty*, *obligatory*, *chargeable*, *growl*, *empty*, *exam* (total number: 15; different answers: 12).

6. semantic group of importance: *important* (8), *necessary* (6), *necessity* (2) (total number: 16; different answers: 3).

7. semantic group of nationality: *Russian*, *Sweden* (total number: 2; different answers: 2).

8. semantic group of attitude: *prestige* (total number: 1; different answers: 1).

Summing up, we can say that education plays an important role in the students' future as it grants success, experience and qualifications. It is related

mainly with work since it enables students to start working and earning money. The analyzed image has a great relation with the university, school and institute as these are the places where students can get knowledge, ideas and benefit. The image is characterized by positive reactions like freedom, hope, good and precious place to show the desire of students who wish to study and learn. However, there are negative reactions like *useless* and *difficult* to denote the unwillingness to study.

3.2 Entering the university

The image entering the university consists of 200 answers with 88 different responses, where the diversity coefficient (kp) equals to 0,88. According to the linguistic classification we can select six main types of reactions:

1. question 1% *what for?*;
2. adverbs 6% *joyfully, recently, September, great, awesome*;
3. adjectives 11% *disappointed, smart, excellent, good, easy, complicated, difficult, beautiful, necessary, fundamental*;
4. verbs 8% *to learn, to study, to leave, to grow up, not to enter, to win, to meddle*;
5. word-combinations 18% *aim of life, to get higher education, to enter the university, to become successful, studying well, beginning of a new life, to get knowledge, to achieve a dream, to spend money, to make the dreams true, to find new friends, new life, a step forward, to pass exams, to get education, free of charge*;
6. nouns 56% *ambition, expectation, dream, aim, studying, hell, success, knowledge, profession, traction, education, money, joy, South Ural State University, difficulty, ordinary, freedom, result, prestige, stair, luck, budget, task, achievement, stress, stupidity, necessity, exams, reality*,

student, choice, possibility, university, celebration, paper, bay, point, mark, diploma, career, postponement, economy, future, mood, life, work, happiness, lesson, documents.

The most frequent reactions for Russian students that comprise the base for the image entering the university are the association *success (12)* and *studying (10)* that show what students can get after entering the university, *budget (9)* reflects the financial situation of the student. Depending on the results, we can get the following semantic groups:

1. semantic group of willingness: *success (12), good (8), easy (7), luck (5), awesome (4), joyfully (4), dream (3), joy (3), excellent (3), achievement (3), happiness (2), freedom, mood, to win, smart, celebration, ambition, to make the dreams true, to achieve a dream, to find new friends, to pass exams, to become successful, beautiful, great, result, traction* (total number: 69; different answers: 26).

2. semantic group of knowledge: *studying (10), education (7), to study (6), knowledge (4), to gain knowledge (3), to get higher education (2), student, lesson, studying well, to get education, to learn* (total number: 37; different answer: 11).

3. semantic group of importance: *aim (6), necessity (5), future (3), a step forward (2), task (2), expectation (2), possibility, choice, necessary, fundamental, aim of life, point* (total number: 26; different answers: 12).

4. semantic group of unwillingness: *complicated (4), difficulty (2), what for ? (2), difficult (2), disappointed, hell, stress, stupidity, not to enter, to leave, postponement* (total number: 17; different answers: 11).

5. semantic group of payment: *budget (9), free of charge, money* (total number: 11; different answers; 3).

6. semantic group of places: *South Ural State University (5), to enter the university, university, bay, stair* (total number: 9; different answers: 5).

7. semantic group of work: *profession (3), to spend money, economy, career, work* (total number: 7; different answers: 5).
8. semantic group of attitude: *prestige (6)* (total number: 6; different answers: 1).
9. semantic group of consideration: *beginning of a new life (2), life, new life* (total number: 4; different answers: 3).
10. semantic group of certification: *paper, documents, diploma* (total number: 3; different answers: 3).
11. semantic group of evaluating: *exam (2), mark* (total number: 3; different answers: 2).
12. semantic group of time: *recently, September* (total number: 2; different answers: 2).
13. semantic group of routine: *ordinary* (total number: 1; different answers: 1).
14. semantic group of fact: *reality* (total number: 1; different answers: 1).
15. semantic group of maturity: *to grow up* (total number: 1; different answers: 1).
16. semantic group of interfering: *to meddle* (total number: 1; different answers: 1).

In brief, we can say that entering the university is considered to be a hope and a dream for the students who are willing to achieve their aims and fulfill their dreams. Also, it can give students science, education and certification, hence they will have good future. The image has a strong connection with the beginning of new life as students feel that they enter a new world which is different from school. Students feel happy when they enter the university as they meet new friends. The described image is related with September since it is the month when the new educational year starts. The analyzed image is viewed as free of charge to show that entering the university does not require to pay money for education. The image is characterized by positive reactions since entering the

university will give students a chance to have good future. However, there are negative reactions like *complicated* and *difficult* to show that the process of education is not easy, but quite hard and time-consuming.

3.3 University

The image university has 200 answers with 70 different responses, where the diversity coefficient (kp) equals to 0,70. According to the linguistic classification we can select five main types of reactions:

1. pronouns 1% *my*;
2. verbs 3% *to study, to get acquainted*;
3. word-combinations 13% *educated people, golden years, new acquaintances, house of knowledge, high school, higher education, four years, big school, to achieve a dream*;
4. adjectives 23% *medicore, complicated, great, big, interesting, merry, the best, not useful, favorite, much, calm, important, necessary, difficult, beautiful, prestigious*;
5. nouns 60% *South Ural State University, education, knowledge, English, work, stage, prestige, studying, responsibility, time, one, institute, temple, building, Cambridge, establishment, friends, sleepiness, life, teaching, student, future, Chelyabinsk State University, necessity, society, place, conquest, lessons, youth, experience, dream, pain, classmates, crowd, system, aim, run, mind, level, success, school, discipline*.

The most frequent reactions for Russian students that comprise the base for the image university are the association *South Ural State University* (39) which is the place where students study, *education* (12) and *studying* (12) denote the importance of university, *big* (10) is the size of the university. Based on the data we can get the following semantic groups:

1. semantic groups of places: *South Ural State University* (39), *building* (9), *high school* (4), *institute* (3), *place* (3), *Chelyabinsk State University*

- (3), *temple* (2), *establishment* (2), *school*, *big school*, *Cambridge* (total number: 68; different answers: 11).
2. semantic group of knowledge: *education* (12), *studying* (12), *knowledge* (9), *lessons* (4), *higher education* (2), *teaching* (2), *to study*, *house of knowledge*, *experience*, *educated people* (total number: 45; different answers: 10).
3. semantic group of willingness: *great* (4), *the best* (3), *dream* (3), *much* (2), *future* (2), *aim* (2), *beautiful* (2), *success* (2), *interesting*, *merry*, *favorite*, *calm*, *to achieve a dream* (total number: 25; different answers: 13).
4. semantic group of importance: *necessity* (4), *important* (3), *time* (2), *work*, *four years*, *golden years*, *necessary*, *responsibility* (total number: 14; different answers: 8).
5. semantic group of distance: *big* (10) (total number: 10; different answers: 1).
6. semantic group of unwillingness: *complicated* (2), *not useful*, *sleepiness*, *pain*, *difficult* (total number: 6; different answers: 5).
7. semantic group of people: *student* (3), *my*, *youth*, *crowd* (total number: 6; different answers: 4).
8. semantic group of steps: *stage* (3), *level* (2), *medicore* (total number: 6; different answers: 3).
9. semantic group of friendship: *friends* (2), *new acquaintances*, *to get acquainted*, *classmates* (total number: 5; different answers: 4).
10. semantic group of consideration: *one* (2), *life*, *society* (total number: 4; different answers: 3).
11. semantic group of attitude: *prestige* (3), *prestigious* (total number: 4; different answers: 2).
12. semantic group of commitment: *system* (2), *discipline* (total number: 3; different answers: 3).

13. semantic group of language: *English* (total number: 1; different answers: 1).
14. semantic group of chasing: *run* (total number: 1; different answers: 1).
15. semantic group of defeat: *conquer* (total number: 1; different answers: 1).
16. semantic group of smartness: *mind* (total number: 1; different answers: 1).

To conclude, we can say that university in the language consciousness of Russian students is not only the establishment and building, but it is the house of knowledge where people can gain knowledge and education. The image is presented as South Ural State University and Chelyabinsk State University since these are the most important universities in Chelyabinsk. The image is related directly with knowledge and higher education to reflect the aim of entering the university. The analyzed image is viewed as necessity and importance since university can give people work, thus they will have good future. The studied image is described as level and stage because university is the place that has a high level of education. The described image is viewed as a discipline since university is the place that has an accurate system. The image is considered to be a society as university has different people who belong to different classes. The analyzed image is regarded as friend since people can meet new people and get acquainted with the others. The image is characterized by positive reactions like interesting and dream to denote the students' desire to study and get knowledge, thus they can achieve their dreams. However, there are negative reactions like *not useful* and *difficult* to denote that some students have no wish to study and associate university as an obligatory step in their life.

3.4 Teacher

The image teacher has 200 answers with 71 different responses, where the diversity coefficient (kp) equals to 0,71. According to the linguistic classification we can select four main types of reactions:

1. verbs 5% *to help, to teach, to learn, to evaluate*;
2. word-combinations 10% *high school, spiritual teacher, good person, second mother, great knowledge, aware person, in English*;
3. adjectives 31% *smart, good, kind, busy, fair, elegant, social, wise, adult, strict, the best, helper, merciful, nice, useful, loveable, helpful, late, necessary, interesting, aware, great*;
4. nouns 54% *tutor, illuminator, help, English, university, knowledge, teaching, school, teacher, strictness, work, light, feature, transmitter, education, woman, joy, mind, wisdom, uncle, evaluator, trainer, studying, benefit, advisor, ideas, friend, conductor, South Ural State University, mother, tolerant, respect, experience, attention, learning, giving, lessons, understanding*.

The most frequent reactions for Russian students that comprise the base for the image teacher are the association *knowledge* (27) that shows the teacher's ability, *teacher* (18) and *tutor* (16) denote the work of the teacher, *smart* (13) is the main teacher's characteristic. Depending on the data, we can get the following semantic groups:

1. semantic group of knowledge: *knowledge* (27), *experience* (3), *great knowledge, transmitter, conductor, lessons, giving, ideas* (total number: 36; different answers: 8).
2. semantic group of work: *teacher* (18), *tutor* (16), *trainer, work, spiritual teacher* (total number: 37; different answers: 5).
3. semantic group of good behavior: *good* (4), *kind* (4), *the best* (4), *loveable* (3), *great* (2), *social, good person, useful, benefit, respect, interesting* (total number: 23; different answers: 11).

4. semantic group of teaching: *to teach* (10), *teaching* (5), *studying* (3), *education*, *to learn*, *learning* (total number: 21; different answers: 6).
5. semantic group of smartness: *smart* (13), *mind* (3) (total number: 16; different answers: 2).
6. semantic group of bad behavior: *strict* (5), *busy* (3), *late*, *strictness* (total number: 10; different answers: 4).
7. semantic group of places: *university* (4), *school* (2), *high school*, *South Ural State University* (total number: 8; different answers: 4).
8. semantic group of family: *second mother* (3), *woman*, *adult*, *uncle*, *mother* (total number: 7; different answers: 5).
9. semantic group of wisdom: *wisdom* (4), *wise* (2), *advisor* (total number: 7; different answers: 3).
10. semantic group of helping: *helpful* (2), *to help* (2), *help*, *helper* (total number: 6; different answers: 4).
11. semantic group of awareness: *aware* (2), *understanding*, *aware person*, *attention* (total number: 5; different answers: 4).
12. semantic group of subject: *English* (3), *in English* (total number: 4; different answers: 2).
13. semantic group of fairness: *fair* (3), *merciful* (total number: 4; different answers: 2).
14. semantic group of friendship: *friend* (3) (total number: 3; different answers: 1).
15. semantic group of evaluating: *to evaluate*, *evaluator* (total number: 2; different answers: 2).
16. semantic group of appearance: *elegant*, *joy* (total number: 2; different answers: 2).
17. semantic group of enlightenment: *illuminator*, *light* (total number: 2; different answers: 2).

18. semantic group of importance: *necessary* (total number: 1; different answers: 1).

In conclusion, we can say that the image teacher in the language consciousness of Russian students is related directly with a teacher and spiritual teacher to show the teacher's job in which he provides people with knowledge and ideas. The image is presented as a university and school since these are the places where teacher works. The analyzed image is viewed as knowledge and ideas since teacher is a man of knowledge and experience. The presented image is viewed as an aware and understanding person who has consciousness and smartness. The studied image is denoted as wise, helpful and merciful since teacher is not only the person who delivers lectures and teaches, but he is the person who helps and gives advice. The image is regarded as necessary since teacher can play an important role in developing the society. Teacher is presented as a mother and second mother to show the teacher's attitude towards people in which he can grant them love and passion. The general connotation of the image is positive like good and kind to reflect the behavior of the teacher towards students. Nevertheless, there are negative reactions like *strict* to show the bad attitude of teachers towards students.

3.5 Student

The image student has 200 answers with 90 different responses, where the diversity coefficient (kp) equals to 0,90. According to the linguistic classification we can select five main types of reactions:

1. pronouns 1% *I*;
2. verbs 4% *don't fill up, to try, can, to study*;
3. adjectives 28% *poor, busy, good, responsible, sad, smart, learner, lazy, bred, hungry, stupid, young, jovial, quick, hardworking, enrollee, free, professional, successful, new, everything, lost, common, traveler*;

4. word-combinations 9% *bachelor degree, want to eat, without money, higher achiever, no money, student's record-book, student's card, high school;*

5. nouns 58% *man, laziness, tiredness, victim, session, martyr, debt, education, teacher, studying, way, South Ural State University, cabinet, work, problems, boy, title, slave, teaching, youth, couples, diploma, report, cunning, hell, farmhand, future, part, hunger, girls, course, necessity, time, sleeping, body, dormitory, classmates, student, monument, tie, girl, beginning, status, stage, institute, exam, activity, growth, food, friends, adaptation, university.*

The most frequent reactions for Russian students that comprise the base for the image student are the association *I* (17) and *man* (11) that show the student's consideration, *University* (10) as the place where student get education, *studying* (8) reflects every day activity of any student. According to the data, we can get the following semantic groups:

1. semantic group of human: *I* (17), *man* (11), *youth* (8), *young* (4), *girl, girls* (total number: 42; different answers: 6).

2. semantic group of places: *university* (9), *South Ural State University* (7), *session* (3), *high school* (3), *dormitory* (2), *institute* (2), *cabinet* (total number: 26; different answers: 7).

3. semantic group of studying: *studying* (9), *education* (6), *to study* (4), *textbook* (2), *bachelor degree, teaching, course, report* (total number: 25; different answers: 8).

4. semantic group of poverty: *tiredness* (4), *poor* (2), *sad* (2), *martyr* (2), *lost, no money, without money, slave, victim, debt* (total number: 16; different answers: 10).

5. semantic group of smartness: *learner* (6), *high achiever* (3), *smart* (3), *good, hardworking, successful, professional* (total number: 16; different answers: 7).

6. semantic group of importance: *everything, necessity, time, beginning, growth, adaptation, stage, way, title, future, student's record-book, student's card, diploma, part* (total number: 14; different answers: 14).
7. semantic group of bad behavior: *stupid (3), sleeping (3), busy (2), lazy (2), cunning, don't fill up, laziness* (total number: 13; different answers: 7).
8. semantic group of good behavior: *jovial (4), responsible (2), bred, quick, new, common, free, enrollee* (total number: 12; different answers: 8).
9. semantic group of friendship: *friends (2), student (2), classmate (2), couples* (total number: 7; different answers: 4).
10. semantic group of work: *teacher (2), work (2), traveler, farmhand* (total number: 6; different answers: 4).
11. semantic group of starving: *food, hungry, hunger, want to eat* (total number: 4; different answers: 4).
12. semantic group of ability: *can (2), to try* (total number: 3; different answers: 2).
13. semantic group of art: *monument, status* (total number: 2; different answers: 2).
14. semantic group of physique: *body, cell* (total number: 2; different answers: 2).
15. semantic group of evaluating: *exam (2)* (total number: 2, different answers: 1).
16. semantic group of clothes: *tie* (total number: 1; different answers: 1).
17. semantic group of troubles: *problems* (total number: 1; different answers: 1).

To draw the conclusion, we can say that the image is related directly with the university and the institute since these are the places where the students can study and gain knowledge. The analyzed image has a relation with the teacher to show the future of the students. The described image is viewed as tiredness, poor and no money to reflect the situation of some students in society. The

image is described as studying, teaching, diploma and education to denote the aim of the students. People realize that student is not just the person who studies and goes to the university, but he is associated with necessity and growth to show the role of the students in the society. The general connotation of the image is positive like successful and smart to describe the students' desires who are willing to study in order to achieve their dreams. However, there are negative reactions like lazy and stupid to show the students have no desire to study.

3.6 Exam

The image exam consists of 200 answers with 68 different responses, where the diversity coefficient (kp) equals to 0,68. According to the linguistic classification we can select five main types of reactions:

1. verbs 6% *to study, to do, to cry, to pass*;
2. question 1% *what for?*;
3. word-combinations 9% *lack of time, unified state examination, credit book, four hours, done well, to evaluate knowledge*;
4. adjectives 15% *difficult, complicated, not important, not necessary, hard, tired, horrible, bad, good, not useful*;
5. nouns 69% *preparation, test, nonsense, fear, terror, difficulty, stress, worry, geometry, nerves, mark, pain, tension, evil, evaluation, verification, history, school, university, anger, credit, nightmare, session, task, excitement, time, barrier, suffering, studying, insomnia, depression, agony, night, obstacle, final, necessity, horror, problem, stage, burden, hell, English, responsibility, threshold, torment, sleeping, anxiety*.

The most frequent reactions for Russian students that comprise the base for the image exam are the associations *fear* (21), *stress* (20) and *complicated* (14) to show the students' unwillingness to pass the exam, *session* (8) reflects

the process of exam schedule. According to the data, we can get the following semantic groups:

1. semantic group of feeling: *fear (21), stress (20), complicated (14), difficult (7), difficulty (7), nerves (7), excitement (7), pain (6), bad (3), horror (3), terror (2), evil (2), hard (2), horrible (2), problem (2), burden (2), insomnia (2), worry (2), nonsense, tension, tired, anger, nightmare, suffering, depression, agony, hell, torment, to cry, anxiety* (total number: 121; different answers: 30).
2. semantic group of evaluating: *session (8), unified state examination (7), verification (6), evaluation (5), test (5), to pass (3), mark (2), credit (2), task, final, credit book, to evaluate knowledge* (total number: 42; different answers: 12).
3. semantic group of unwillingness: *not necessary, not important, what for?, lack of time, barrier, obstacle, not useful, sleeping* (total number: 8; different answers: 8).
4. semantic group of preparing: *preparation (6)* (total number: 6; different answers: 1).
5. semantic group of studying: *studying (3), to study, to do* (total number: 5; different answers: 3).
6. semantic group of time: *time (2), four hours, night* (total number: 4; different answers: 3).
7. semantic group of places: *university (2), school (2)*. (total number: 4; different answers: 4).
8. semantic group of subjects: *English, geometry, history* (total number: 3; different answers: 3).
9. semantic group of willingness: *good (2), well done* (total number: 3; different answers: 2).
10. semantic group of level: *stage, threshold* (total number: 2; different answers: 2).

11. semantic group of importance: *responsibility, necessity* (total number: 2; different answers: 2).

Finally, we can say that exam is related directly with the emotions like fear, horror and pain to show the students' feeling when they have an exam. The image has a strong connection with mark, verification and evaluation to show the aim of the exam. The analyzed image is viewed as time and four hours to show its duration. The described image is presented as a stage and threshold to reflect the exam's level. The studied image is related with school and university since these are the places where people can have an exam. The image is viewed as necessity and responsibility to show the importance of the exam without which we can not move to another stage of education. The general connotation of the image is negative like *not useful* and *not necessary* to reflect the students' desire not to pass an exam which they consider to be a barrier preventing them from achieving dreams. Nevertheless, there are positive reactions like good and well done to show the students' desire to have an exam which they consider to be an important stage that enables them to achieve their dreams.

Results:

In the light of what we have noticed in this chapter, we can get the following results:

The image of education in the language consciousness of Russian students plays an important role in the students' future. The image is related directly with the university since it is the place that can grant knowledge to the students. The general connotation of the image is positive like *good* and *wish* to denote the students' willingness to study. However, there are negative reactions like *obligatory* and *difficulty* to show the some students don't treat education as an important aspect of life.

In addition, the image **entering the university** is related mainly with science and education since entering the university can give people certification and knowledge, thus they will have good future. The general connotation of the image is positive that shows the students' desire to achieve their goals. Nevertheless, there are negative reactions like *stress* and *disappointed* to denote that it is not easy to study and get education.

Also, the image **university** is not related only with the establishment or the building; it is considered to be the place where people can get education and ideas. The image has a strong connection with necessity since university can give people certification and knowledge, thus they can work in future. The analyzed image is characterized by the following adjectives *great* and *beautiful* to show the students' aim. However, there are negative reactions like *complicated* and *difficult* to show that students have no wish to study.

As for the image **teacher**, it is related directly with knowledge and ideas since teacher is the person who can provide people with education. The image has a strong connection with the university since it is considered to be the place where teacher works. The studied image is viewed as *mother* and *second mother* to show the teacher's attitude and behavior towards students who consider her as

a member of family. The analyzed image is characterized by the following adjectives *social*, *loveable* and *wise* to show that the teacher is not only the person who delivers lectures to the students, but she is the person who can help them and give recommendations and advice. Nevertheless, the image is characterized by negative reactions like *strict* and *late* to reflect the attitude of some teachers towards students.

Based on the image **student**, we can say that student has a strong connection with the university since it is the place where people generally get higher education. The image is viewed as a learner to show that a student is a man of knowledge. The general connotation of the image is positive to denote the student's desire to study and gain knowledge. However, there are negative reactions like *sleeping* and *lazy* to reflect the general behavior of students who have no desire to study and get knowledge.

Finally, the image **exam** is viewed as complicated and difficult to reflect the students' feeling concerning the exam. The general connotation of the image is negative *not important* to denote the students' unwillingness to have exam which is considered to be an obstacle. However, there are positive reactions like *good* and *well done* to reflect the students' desire to achieve their aims and dreams.

CHAPTER 4 THE SIMILARITIES AND DIFFERENCES OF THE SEMANTIC GROUPS BETWEEN RUSSIAN AND IRAQI STUDENTS

4. Similarities and differences

In this chapter, we will find out the similarities and differences in perception of the studied images in the language consciousness of Russian and Iraqi students:

4.1 Education

Similarities	Differences	
Knowledge	Russian	Iraqi
Work	Willingness	Aspiration
Importance	Places	Development
	Unwillingness	Consideration
	Nationality	Learning
	Attitude	Chance
		Enjoyment
		Force
		Friendship

(Table 1. The semantic groups of the image of **education** for Russian and Iraqi students)

To sum up, we can say that education for Russian and Iraqi students is presented as knowledge since it provides ideas and information to the students which is a common semantic group among them (see table 1). Education is viewed as work for both students as education gives certification and knowledge to the students, thus they can work in future. Education is related with importance for both students as it is the base of life that can help them to deal with life and its problems in a different way. As for the differences education is considered to be aspiration and development for Iraqi students because it is

related with the students' aims and dreams. Also, it is considered to be the development, change and learning as it can enlighten the students' mind, hence they will think in a different way. As for the Russian students it has a strong connection with the willingness since it is presented as wish and hope to reflect the students' desire to study and gain knowledge. Additionally, education is associated with university and school because these are the places where people can get knowledge.

4.2 Entering the university

Similarities	Differences	
	Russian	Iraqi
Places	Willingness	Gaining
Knowledge	Importance	Desire
Unwillingness	Payment	Fashion
	Work	
	Attitude	
	Consideration	
	Evaluating	
	Time	
	Fact	
	Maturity	
	Routine	
	Interfering	

(Table 2. The semantic groups of the image **entering the university** for Russian and Iraqi students)

Summing up, entering the university for Russian and Iraqi students is associated with knowledge since students can get ideas and education (see table 2). Also, it is related with the university and institute since these are the places

where people can study. In addition, entering the university is viewed as late, complicated and difficult for both students to reflect the students' unwillingness to study. As for the differences, the image is presented as gain and desire for Iraqi students since entering the university is considered to be happiness, interesting procedure and aim that denote the students' desire to achieve their dreams and learn something new. As for Russian students it is related with willingness, importance and work like success, dream, aim, and future to reflect the students' desire to study and get knowledge, thus they will have good future.

4.3 University

Similarities	Differences	
	Russian	Iraqi
Knowledge		
Places	Importance	Society
Willingness	Distance	Gaining
Unwillingness	People	Clothes
Friendship	Steps	
	Consideration	
	Attitude	
	Commitment	
	Language	
	Chasing	
	Defeat	
	Smartness	

(Table 3. The semantic groups of the image **university** for Russian and Iraqi students)

In conclusion, university is also associated with knowledge like culture, science, education and experience for Russian and Iraqi students since it is the place where people can gain ideas and information (see table 3). The image is

presented as willingness like great, aim, wish and beautiful for both students to reflect the students desire to study and gain knowledge, thus they will have good future. Also, it is viewed as unwillingness like hypocrisy, gossip, complicated and not useful for both to denote that there are students who don't see the necessity in their education. The analyzed image has a strong connection with friendship like new friends, to get acquainted, friends and classmates to show that university is the place where people meet new friends. As for the differences the image is presented as society like another society and new life for Iraqi students to show that university is the place where students meet new students who have different characters, levels and ideas. Also, the image is related with gaining like future to show that university is the place where people get knowledge and certification, thus they can work in the future. As for Russian the image is presented as consideration like life in which it is considered to be another life that is different from school. The studied image is related with step, stage and level to show that university is the place that gives students a high level of education.

4.4 Teacher

Similarities	Differences	
	Russian	Iraqi
Knowledge		
Family	Helping	Human
Work	Awareness	Preparation
Good behavior	Subject	Leadership
Bad behavior	Fairness	Teaching
Smartness	Friendship	
Wisdom	Appearance	
Places	Enlightenment	
Evaluating	Importance	

(Table 4. The semantic groups of the image **teacher** for Russian and Iraqi students)

To draw the conclusion we can say that teacher in the language consciousness of Russian and Iraqi students is associated with knowledge like expert, educated person, ideas and great knowledge to show that teacher is a man of knowledge and experience (see table 4). Teacher is related with family like father, mother and second mother to denote the teacher's attitudes towards students in which he/she treats them well. The image has a strong connection with the places like school and university since these are the places where teacher works. The studied image is viewed as good behavior like good, interesting, kind and loveable to reflect the teacher's attitude towards students. However, the image is characterized by the following adjectives like strict angry and busy to show the bad attitude of some teachers. As for the differences teacher for Iraqi students is viewed as leadership to denote that teacher is the person who can lead the society. Also, the image is related with preparation to show that teacher is the person who prepares and builds a new generation. As for the Russian students teacher is related with enlightenment to show that teacher is the person who enlightens the students' minds by his ideas and knowledge. The image is presented as friendship to denote that teacher is not only the person who teaches students, but he/she is the students' friend who helps them and gives advice.

4.5 Student

Similarities	Differences	
	Russian	Iraqi
Smartness		
Friendship	Places	Learning
Human	Studying	Desire
Bad behavior	Poverty	Leadership

Work	Importance	System
	Unwillingness	Confrontation
	Work	Development
	Starving	Perception
	Ability	Examination

(Table 5. The semantic groups of the image student for Russian and Iraqi students)

To conclude, we can say that student for Russian and Iraqi students is related with smartness like clever, active, smart and successful since he is a man of knowledge and education (see table 5). The image has a strong connection with friendship like friend, classmates and couples to denote that student is the person who helps and gives advice to people. The studied image is characterized by bad attitude like lazy, complicated, stupid and busy to reflect the attitude of some students who have no desire to study and get knowledge. As for the differences the image for the Iraqi students is related with learning like educated and cultured to show that student is a man of knowledge and education. The image is seen as leadership since student is the person who leads the society by using his ideas and knowledge. The analyzed image is viewed as development to show that student is the person who builds and develops the society since he is a man of experience. As for the Russian students the image is related with places like university and institute because these are the places where student study. The analyzed image is viewed as importance since student is seen as necessity. The studied image has a connection with poverty like poor and sad to denote the situation of some students in the society.

4.6 Exam

Similarities	Differences	
	Russian	Iraqi
Feeling		
Evaluating	Unwillingness	Delight
	Preparing	Gaining
	Studying	Effort
	Time	Calmness
	Place	Perseverance
	Subjects	Duration
	Willingness	Consideration
	Level	
	Importance	

(Table 6. The semantic groups of the image **exam** for Russian and Iraqi students)

Eventually, exam in the language consciousness of Russian and Iraqi students is mainly related with feelings like horror, fear and terrible to denote the students' feeling and describe the situation when they have an exam. The image has a strong connection with evaluation test, to evaluate, to pass and task to show the aim of the exam. As for the differences the image for the Iraqi students is viewed as delight like good and easy to denote the students' willingness to pass the exam since passing the exam is considered to be the first stage of achieving the dreams, thus they will have a good chance to work in the future. The studied image is related with gaining like successful and ideas in which exam can grant students a chance to study and review the ideas. The analyzed image is viewed as duration to denote the time of the exam. As for Russian students the image is related with places like university and school to show the place where students pass their exams. The described image is seen as unwillingness like not important and not useful to show that students have no

willingness to deal with exam which they consider to be an obstacle. The studied image has a connection with importance like necessity since exam is a way of evaluating the students' knowledge.

Results

In the light of what we have noticed in this chapter, we conclude the following results:

The image of **education** for Russian and Iraqi students is Associated with knowledge and work since education gives students information and knowledge, thus they can work in future. The image for both groups of students is presented as importance to denote that education plays an important role in developing the society. The analyzed image is shown as aspiration and development for the Iraqi students because education is related mainly with the students' wishes and hopes. As for the Russian students the image has a strong connection with the students' desire since education can fulfill their dreams and aims. Nevertheless, the image is viewed with negative reactions like difficult and complicated to show that students have no desire to study.

In addition, the image **entering the university** for both students is related mainly with knowledge and places since entering the university gives students ideas and information. The image has negative reactions for both students to show that students don't want to go to university. The presented image is viewed as happiness and aim for the Iraqi students to denote the students' desire to study. As for the Russian students the image is related mainly with success and dream to show the students' wish and hope to get education, thus they can fulfill their dreams.

Also, the image **university** in the language consciousness of Russian and Iraqi students is not only the building where people study and get knowledge, but it is the house and second house because people feel comfortable when they go to university. The studied image is viewed with negative reactions for both students like complicated and difficult to show that students have no willingness to get education. The analyzed image is presented as society for the Iraqi students since university has many people who belong to different classes. As for the Russian students the image has a strong connection with importance to

denote its necessity in which it provides people with knowledge and information.

As for the image **teacher**, it is related mainly for both students with the family, he/she is a father, second father, mother and second mother to show the good attitude of teacher towards students who consider him/her as a member of the family. However, the image for both students is presented as strict and busy to denote the attitude of some teachers towards students. The analyzed image for the Iraqi students is viewed as a leader because teacher is a man of knowledge in which he/she can develop the society by using his ideas. As for the Russian students the studied image has a strong connection with helping and friendship as teacher is not only the person who teaches students, but he/she is the person who helps and gives them advice and wisdom.

Based on the image **student**, it has a strong connection for both students with smartness like clever, active and smart to denote the students' wish to study and get education. Nevertheless, the image for both students has negative reactions like complicated and busy to reflect the bad attitude of some students who have no wish to study and get knowledge. The studied image for the Iraqi students is viewed as educated and cultured to show that student is a man of education and knowledge. The analyzed image is seen as a leader to denote that student is the person who can lead and develop the society by using his knowledge. As for the Russian students the image is related with importance since student is considered to be necessity in which he plays an important role in developing the society.

Finally, the image **exam** for both students has a strong connection with tear and stress to show the students' feeling when they have exam. The image for the Iraqi students is related mainly with delight and gaining, it is viewed as good, easy, ideas and successful to reflect the students' desire who are willing to pass the exam, thus they can fulfill their dreams in the future. As for the Russian students the image is related mainly with university and institute because these

are the places where students pass exams. The analyzed image is viewed as not important and useless to show that students' have no wish to do exam in which they see it as a barrier that abandons them from achieving their aims and dreams.

CONCLUSION

Based on the results we have come up with above, we have reached the following conclusion:

1. In terms of consciousness it is defined as the realization of the internal and external stimulation like the feeling of happiness and sadness. Moreover, we mentioned that there are three types of consciousness, they are:

a) Self-consciousness which is viewed as the psychological situations that can hide some characteristics of the self that cannot be seen by others like our desires and emotions.

b) Social consciousness which is seen as the sense of responsibility that cannot be found in all minds.

c) Historical consciousness which is understood as the connection between the past, the present as well as the future by describing the past, understanding the present and being aware to the future.

2. We have mentioned that language consciousness is defined as an image or reaction that comes to our minds when we see or hear a stimuli. It is neither taught at school nor at university, but it is obtained through the person's experience in the society. In order to obtain the results of our experiment we used the free associative experiment, which is considered to be an important method in the field of psycholinguistics that can reveal the private world of people. It can be given either orally or in a written form. Time was limited to 15 minutes so the respondents were asked to write the first word or reaction that comes to their minds when they see or hear the stimuli.

3. According to the linguistic classification of the image of **education** for the Iraqi students is dominated by nouns 64%, word-combinations 23%, adjectives 10%, and verbs 3%, as for the Russian students it is also dominated by nouns 69%, adjectives 17%, word-combinations 6%, verbs

6%, and adverbs 2%. As to the semantic classification the image has no negative reactions for the Iraqi students, it is represented as culture (ثقافة), mind (عقل), future (مستقبل), and development (تطور). Whereas for the Russian students the image on the one hand is presented as higher education (высшее образование), knowledge (знание), work (работа), and university (университет). On the other hand, it is presented with negative reactions like useless (бесполезный), bore (скука), and complicated (сложный).

4. Based on the linguistic classification of the image **entering the university** we can say that for the Iraqi students it is dominated by word-combinations 45%, nouns 43%, adjectives 9%, and verbs 3%, as for the Russian students the image is dominated by nouns 56%, word-combinations 18%, adjectives 11%, verbs 8%, adverbs 6%, and question 1%. The semantic classification of the image for the Iraqi students is characterized by positive reactions more than negative like to search about the future (البحث عن المستقبل), science (العلم), to achieve an aim (لتحقيق هدف), studying (دراسة), and late (متاخر). As for the Russian students the image is presented as success (успех), studying (изучание), good (хороший), and aim (цель). Nevertheless, there are negative reactions like complicated (сложный), stress (стресс), and difficulty (трудность).

5. Depending on the linguistic classification of the image **university** for the Iraqi students, it is dominated by nouns 52%, word-combinations 37%, adjectives 9%, and verbs 2%, as for the Russian students the image is dominated by nouns 60%, adjectives 23%, word-combinations 13%, verbs 3%, and pronoun 1%. As for the Iraqi students the semantic classification of the image is characterized by positive reactions like house (منزل), society (مجتمع), culture (ثقافة), and future (مستقبل). However, there are negative reactions like hypocrisy (نفاق), gossip (نميمة), hell (جحيم), and envy (الحسد). As for the Russian students the image is also characterized by positive

reactions like education (образование), interesting (интересный), dream (мечта), and friends (друзья). Nevertheless, there are negative reactions like not useful (не полезный), pain (боль), and difficult (трудный).

6. The linguistic classification of the image **teacher** for the Iraqi students is dominated by nouns 46%, word-combinations 23%, adjectives 20%, and clause 11%, as for the Russian students the image is also dominated by nouns 54%, adjectives 31%, word-combinations 10%, and verbs 5%. The semantic classification of the image for the Iraqi students is characterized by positive reactions like father (اب), mother (ام), scientist (عالم), and friend (صديق). However, there are negative reactions like strict (شديد), angry (غاضب), and the person who hurts students (الشخص الذي يقوم باذية الطلاب). As for the Russian students the image is also characterized by positive reactions like knowledge (знание), smart (умный), mother (мать), and friend (друг). Nevertheless, the image has negative reactions like strict (строгий), and busy (занятый).

7. As for the linguistic classification of the image **student** for the Iraqi students, it is dominated by nouns 55%, adjectives 26%, word-combinations 12%, pronouns 4%, and clauses 3%, as for the Russian students the image is also dominated by nouns 58%, adjectives 28%, word-combinations 9%, verbs 4%, and pronoun 1%. Depending on the semantic classification of the image for the Iraqi students, it is presented as researcher (باحث), educated (متعلم), hope (امل), and teacher (مدرس). However, the image has negative reactions like lazy (كسول), stupid (غبي), and naughty (مشاغب). As for the Russian students the image is characterized by positive reactions like education (образование), smart (умный), good (хороший), and professional (профессиональный). Nevertheless, the image is characterized by negative reactions like stupid (глупый), lazy (ленивый), and busy (занятый).

8. Based on the linguistic classification of the image **exam** for the Iraqi students, it is dominated by nouns 63%, adjectives 15%, word-combinations 15%, verbs 6%, and clause 1%, as for the Russian students the image is also dominated by nouns 69%, adjectives 15%, word-combinations 9%, verbs 6%, and question 1%. Depending on the semantic classification of the image for Iraqi students, it is characterized by negative reactions like difficult (صعب), horror (خوف), worry (القلق), and stress (ضغط). However, there are positive reactions like success (النجاح), good (جيد), easy (سهل), and happiness (سعادة). As for the Russian students the image is also characterized by negative reactions like fear (страх), bad (плохой), evil (злой), and stress (стресс). Nevertheless, the image has positive reactions like good (хороший), and well done (отлично).

9. Finally, we hope that the analysis that we have presented here suggests more useful and accurate information and ideas about the image of education. Also, this research can be taken as a basis for further investigation of the image because it is unique as it is the first attempt to compare the image of **education** between Russian and Iraqi students.

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Appendices

Appendix 1. Questionnaire for Iraqi students

رجل		البروفيسور	
منزل		انا	
الدخول الى الجامعة		يتحدث	
سئ		يفكر	
جيد		الزوج	
كبير		يتحدث	
لا		الضوء	
النقود		لي	
التعليم		المرأة	
الصديق		الكتاب	
النجمة		الصف	
اليوم		روسيا	
الكثير		يدرس	
الحب		الحياة	
العمل		غبي	
الماء		الحلم	
اخضر		ابيض	
سعيد		قديم	
جميل		هي	
الموت		الشمس	
سريع		الخلف	
الطفل		ذكي	
الطريق		بعيد	
المعلم		الخوف	
العالم		طويل	
العائلة		البحر	

ياكل		الفيلم	
الوقت		جدا	
ازرق		العقل	
العقل		السيارة	
الزوجة		دائما	
امريكا		الاب	
قبيح		الكلب	
الصبي		الدرس	
الموضوع		السؤال	
الطالب		المساء	
التعليم العالي		الفتاة	
الالام		الجامعة	
قوي		المدينة	
يذهب		الحظ	
احمر		هو	
الشجرة		الامتحان	
صغير		البهجة	

Appendix 2. Questionnaire for Russian students

Человек		Мечта	
Дом		Белый	
Поступить в университет		Старый	
Плохо		Она	
Хорошо		Солнце	
Большой		Назад	
Нет		Умный	
Денги		Далеко	
Образование		Страх	
Друг		Улинный	
Звезда		Море	
День		Кино	
Много		Очень	
Любов		Разум	
Работа		Жена	
Вады		Америка	
Мать		Уродливый	
Зеленый		Малчик	
Счастливый		Тема	
Красивый		Студент	
Смерть		Высшее образование	
Быстрый		Боль	
Ребенок		Сильный	
Дорога		Идти	
Преподавате		Красный	

ль			
Мир		Дерево	
Семья		Маленький	
Есть		Радость	
Время		Машина	
Профессор		Всегда	
Я		Отец	
Говорить		Собака	
Думать		Урок	
Муж		Вопрос	
Разговор		Вечер	
Свет		Девушка	
Мой		Университет	
Женщина		Город	
Книга		Удача	
Классы		Он	
Россия		Экзамены	
Учиться		Глупый	
Жизнь		Синий	

Appendix 3: the reactions of Iraqi students

Education

Culture (21), to enlighten the mind (15), future (11), weapon (9), development (7), knowledge (7), power (6), necessity (5), duty (5), learning (5), life (4), good (4), base (4), important (3), promotion (3), science (3), aim (3), beautiful (3), benefit (2), hope (2), friend (2), precious (2), progress (2), change (2), revolution (2), studying (2), high level (2), dream (2), supporting (2), interesting (2), information (2), to get certification (2), security (2), ambition (2), second half (2), new information (2), useful (2), majesty (2), to transfer information, commitment, method, wonderful, challenge, new life, bravery, happiness, character, nation, experience, imagination, second life, glory, leadership, pearl, to get a target, to provide information, sword, world, awareness, base of life, safety, energy, to get information, to get knowledge, everything, position, advance, job, plan, to feed the mind, will, flourishing, understanding, to improve our knowledge, great, want, to build the society, important thing, to get experience, growth.

Entering the university

To search about future (16), future (14), science (13), culture (12), studying (11), to achieve an aim (10), education (8), happiness (6), studying stage (5), to enter a new world (5), to search about science (4), beautiful thing (4), interesting (4), aim (4), late (4), to enter a new life (3), freedom (3), to reach success (3), to go up (3), hope (3), different world (3), to specify the future (3), the beginning of construction (3), commitment (3), polite (3), to feel love and education (2), to ask for science (2), life (2), willingness (2), activity (2), the beginning of science (2), exam (2), second meeting (2), to enter the world of fashion (2), flourishing (2), new beginning (2), new studying (2), certification (2), smile (2), change (2), success (2), dream (2), development (2), to begin a new life, to enter the house of science, advanced level, comfortable, elegance, to

enter the campus, to know the details of life, ambition, the gate of science, respect, class, to get knowledge, ideas, new life, self-confident (1).

University

House (18), society (13), future (10), culture (8), meeting (8), certification (5), hypocrisy (5), life (5), another society (3), to waste time (3), wish (3), world (3), development (3), dream (3), beautiful (3), useful (3), gossip (3), to study (3), stage (3), majesty (3), science (3), enjoying (3), job (2), new life (2), big (2), studying place (2), new world (2), mixing (2), home (2), higher education (2), second life (2), education, to spend time, luck, building, stress, establishment, useful place, system, beginning of new life, work, tremendous place, fate, to mix with people, second house, to collect information, aim, greatness, the house of knowledge, place of learning, to search about future, good, silly, studying stage, place of love, place of science, to build the character, family, new stage, new friends, great place, new life, wonderful, zone, city, to get acquainted, success, chance, beautiful place, nice place, fashion, hell, to show fashion, discovery, civilization, rank, wisdom, another life, sadness, to specify the future, classes, restriction, benefit, house of science, envy, center of knowledge, wide world, wide society, trick, world of relations, foundation, noisy, belonging, jam place, to achieve the dreams, bad, another house, discipline, classmates (1).

Teacher

Father (19), second father (13), teacher (10), messenger (8), mother (7), scientist (6), supreme example (5), leader (5), brother (5), friend (5), good (5), woman (4), learning (4), base of science (3), job (3), mean of education (3), breeder (3), expert (3), aware person (3), respected (3), researcher (3), scholar (2), money (2), working (2), man (2), educated person (2), education (2), giving (2), respected person (2), second shelter (2), benefactor (2), second mother (2), father and mother (2), father of education (2), experience (2), patience, promotion, high rank, clever, creative, educated, mind, sister, the person who

teaches students, the person who understands everything, the person who prepares new generation, the person who provides knowledge, the gate of science, respect, the person who builds new generation, evaluator, safety, courage, successful, leader of the society, human, the person who hurts students, the person who delivers lectures, useful person, higher education, cultured, the person who provides ideas, smart, ambitious, teacher and father, source of information, director, interesting, stupid, guide, advisor, angry, school, nice, way of improvement, first step, strict, commitment, comfort, wonderful, cunning, deceitful, the person who has knowledge, glory, old man, the person who plays important role in developing society, man of knowledge (1).

Student

Educated (12), hope (8), researcher (8), teacher (7), responsibility (7), leader (6), wish (6), friend (5), fighter (4), glory (3), clever (3), recipient (3), light (3), worker (3), respected (3), human (3), working (3), efforts (3), consciousness (3), pupil (2), money (2), high rank (2), base of studying (2), power (2), brave (2), cultured (2), will (2), dream (2), work (2), smart (2), young (2), poor (2), struggler (2), knight (2), weapon (2), classmate (2), exam (2), future (2), keen (2), job (2), elegant (2), preparation (2), discipline (2), revolution (2), construction (2), girl (2), system (2), master (2), ambitious (2), nation (2), love (2), the person who loves girls (2), aware person (2), famous, knowledge, boy, commitment, novelty, promotion, supreme example, important, challenger, tired, lazy, son of science, oppressed, successful person, complicated, lovely, friendly, young scientist, active, resistant, I, he, she, we, studying, focus, test, representative of society, the person who is looking for science, activity, solider, talented, pearl, stupid, lucky, naughty, precious thing, experience, the person who wants to learn, future of nation, student of science (1).

Exam

test (42), difficult (14), review (9), horror (7), worry (7), stress (7), fear (5), fate (5), patience (5), questions (4), horrible (4), good (4), challenge (3), chance (3), noisy (3), battle (3), pass (3), evaluation (2), feeling (2), tension (2), desperate (2), to evaluate (2), difficulty (2), luck (2), scary (2), agony (2), nightmare (2), to know your future (2), a mean of evaluating, to know the information, lie, pain, war, interaction, complicated, easy, wandering, to pass a step, not to sleep well, farewell, to cheat, success, puzzle, evil, to know the smartness of the students, ideas, attempt, to know the lesson, to discover the ability, content, end of a message, end of a way, to get reward, courage, tired, obligatory, execution, confusion, to test, suffering, superiority, to test life, silly, reward, life, time, disgusting, duty, discovery, experiment, choice, attention, reading, happiness, to answer, a way to success, day, certification (1).

Appendix 4: the reactions of Russian students

Education

Higher education (25), knowledge (15), work (12), mind (11), important (8), university (8), necessary (6), good (6), life (4), school (4), success (4), useless (3), money (3), institute (3), aim (3), studying (3), quality (3), book (3), diploma (3), the best (2), freedom (2), future (2), necessity (2), light (2), bore (2), intellect (2), perspective (2), power (2), difficult, complicated, not necessary, worthy, not significant, precious, Russian, obligatory, empty, chargeable, high school, stage of life, way to power, studying at university, constantly, to get, to study, to teach, to pay, to listen, security, capability, Sweden, way, house, erudition, wish, country, need, time, science, instrument, stage, world, qualification, difficulty, course, textbook, report, system, benefit, development, hope, growl, profession, value, experience, exam, opportunity, master, giving, wisdom, budget, prestige, South Ural State University.

Entering the university

Success (12), studying (10), budget (9), good (8), education (7), easy (7), aim (6), prestige (6), to study (6), luck (5), necessity (5), South Ural State University (5), knowledge (4), joyfully (4), awesome (4), complicated (4), dream (3), profession (3), joy (3), difficult (3), achievement (3), to gain knowledge (3), excellent (3), future (3), expectation (2), difficulty (2), what for ? (2), to get higher education (2), task (2), beginning of a new life (2), exams (2), choice (2), a step forward (2), happiness (2), ambition, to learn, disappointed, hell, smart, traction, money, aim of life, recently, ordinary, result, freedom, stair, become successful, studying well, stress, August, stupidity, reality, to interfere, to achieve a dream, free of charges, student, to spend money, to make the dreams true, to find new friends, possibility, choice, university, beautiful, celebration, paper, gulf, point, to pass the exams, mark, to win, to gain education, not to enter, diploma, necessary, postponement, economy, mood, new life, life, work,

lesson, to lesson, fundamental, great, documents, to grow up, to enter the university (1).

University

South Ural State University (39), education (12), studying (12), big (10), building (9), knowledge (9), great (4), lessons (4), high school (4), necessity (4), stage (3), prestige (3), institute (3), the best (3), student (3), place (3), important (3), dream (3), Chelyabinsk State University (3), complicated (2), time (2), one (2), temple (2), establishment (2), friends (2), future (2), much (2), teaching (2), aim (2), system (2), higher education (2), success (2), beautiful (2), level (2), not useful, English, medicore, work, responsibility, interesting, merry, Cambridge, educated people, to study, sleepiness, favorite, golden years, new acquaintances, life, house of knowledge, conquest, society, calm, youth, necessary, my, experience, pain, classmates, crowd, run, four years, difficult, mind, to get acquainted, school, prestigious, discipline, big school, to achieve a dream (1).

Teacher

Knowledge (27), teacher (18), tutor (16), smart (13), to teach (10), teaching (5), strict (5), good (4), kind (4), the best (4), wisdom (4), university (4), English (3), busy (3), fair (3), mind (3), studying (3), second mother (3), nice (3), loveable (3), friend (3), experience (3), school (2), education (2), to help (2), wise (2), helpful (2), aware (2), great (2), illuminator, help, high school, strictness, work, light, feature, transmitter, woman, joy, elegant, social, adult, uncle, evaluator, trainer, spiritual teacher, helper, good person, to evaluate, merciful, to learn, in English, useful, benefit, great knowledge, adviser, ideas, South Ural State University, conductor, mother, tolerant, late, necessary, respect, interesting, attention, learning, giving, understanding, lessons, aware person (1).

Student

I (17), man (11), university (10), studying (8), youth (8), South Ural State University (7), education (6), learner (6), to study (4), tiredness (4), young (4), jovial (4), session (3), smart (3), high achiever (3), high school (3), stupid (3), sleeping (3), bachelor degree (2), text book (2), martyr (2), poor (2), bus (2), work (2), responsible (2), sad (2), lazy (2), diploma (2), dormitory (2), classmate (2), student (2), can (2), institute (2), exam (2), teacher (2), laziness, victim, debt, way, cabinet, problems, without money, slave, teaching, boy, good, title, couples, student's record book, student's card, bred, report, cunning, hungry, cell, farmhand, part, future, hunger, girls, no money, course, don't fill up, want to eat, necessity, quick, time, hard-working, body, enrollee, to try, free, monument, tie, girl, beginning, professional, successful, status, common, stage, activity, growth, new, food, everything, friends, adaptation, lost, traveler (1).

Exam

Fear (21), stress (20), complicated (14), session (8), difficult (7), difficulty (7), nerves (7), excitement (7), preparation (6), pain (6), verification (6), test (5), evaluation (5), bad (3), studying (3), horror (3), to pass (3), unified state examination (3), terror (2), mark (2), evil (2), hard (2), school (2), school (2), university (2), credit (2), horrible (2), time (2), good (2), problem (2), burden (2), insomnia (2), worry (2), not necessary (2), not important (2), nonsense, English, geometry, what for ?, tension, history, lack of time, tired, anger, nightmare, task, barrier, suffering, depression, agony, to study, night, obstacle, final, necessity, not useful, to do, stage, credit book, hell, responsibility, four hours, threshold, torment, done well, sleeping, anxiety, to cry, to evaluate knowledge (1).