

Image of "Globalization "in Linguistic Consciousness of Iraqi and Russian Teachers

Hassan Issam Hassan
Uruk University - Faculty of Law
issam.hassan@uruk.edu.iq

DOI: <https://doi.org/10.31973/aj.v1i143.3898>

ABSTRACT:

The aim of the following research is to compare the image of globalization in linguistic consciousness among the Iraqi and Russian teachers. The research sample consisted of Iraqi and Russian teachers. The teachers were given a questionnaire consisted of 10 words and asked to write down their first reaction that comes to their minds when they see the words. After conducting the analysis, the researcher reached that the majority of reactions about globalization were positive. However, there were negative reactions for both teachers. In the light of the results of the current research, the researcher concluded a number of conclusion, including that the majority of reactions are positive- 59% for Iraqi teachers and 92% for Russian teachers- and the number of negative reactions of Iraqi teachers are more than Russian teachers- 41% for Iraqi teachers and 8% for Russian teachers- and a number of recommendations including conducting seminars on the concept of globalization and its impact on society and alerting about its benefits and risks. The researcher hopes that the analysis that he has presented here suggests more useful and accurate information and ideas about the image of globalization

Key words: Globalization, linguistic consciousness, Iraqi teachers, Russian, teachers

1- Introduction:

1.1- The problem of the research:

Globalization is a new term that expresses an old phenomenon, which led to making the world a small electronic village whose parts are interconnected through satellites, satellite communications and television channels.

Globalization is the focus of differing points of view of intellectuals in all fields. Some of them view it as a global colonial domination that aims to control minds first and economic wealth and manipulate the social structures of different societies because globalization means control and domination, so its image in the minds of intellectuals is confused and unclear because it has a deep meaning and is not yet understood. While others believe that globalization is nothing but uniting peoples and guiding them towards a positive attitude. In the face of this problem, it was necessary to stand on this problem and study it according to its image among the intellectuals, and university professors represent the main sample that deserves study. The concept of globalization has not yet been

clarified and its main features have not been revealed, so it mixed between the positive and the negative, and this is what we are about to study. From here, the research problem appears in the following question:

The image of globalization in linguistic consciousness of Iraqi and Russian teachers, and the concept of globalization in the research sample.

Globalization is the speed of exchange that occurs between people, in terms of goods and services, as well as cultures and manifestations of technology and development, to a degree that makes the world look like a small village (Qallwdall, 2021).

Lasas Asia stated that globalization is crushing the local national identity and personality and re-melting it and re-forming it within the framework of the global personality, so that the individual loses his identity, abandons his loyalty and belonging and repudiates his roots (Asia, 2020)

1.2- The Importance of the research:

What is Globalization?

Historical scholars stated that globalization appeared with the beginning of the Western colonization of Asia, Europe and the Americas, and then was associated with the development of modern trading system in Europe; thus it is not a new phenomenon, but an old one that dates back to its origin and beginning at the end of the sixteenth century AD. (Piie, 2020).

The increasing interdependence of the world's economies, citizens, educations and cultures, resulting from cross-border trade in goods and services, investment flows, technology, information, and people is another concept for globalization (Piie, 2020)

To facilitate these movements over many centuries, countries have established economic partnerships. Nevertheless, after the Cold War in the early 1990s the term gained popularity. This guide uses the term more specifically to denote some investment flows and international trade between advanced economies, with a more focus on the United States. It worked to link the world together as a small village because of the commercial and economic interdependence between countries (Piie, 2020).

To make something global or making something global in its scope or application is called globalization. Further, it is an economic process in the first place, and then comes the political process, followed by the social and cultural aspects (World Tourism Organization, 2015).

As for making something international, it often means making something comprehensible, acceptable, or approachable to different countries of the world. Globalization extends to be a mean of control and, establishing laws and links, with the removal of specific barriers between countries. A group of capitalist countries that control the global economy are experiencing significant growth that has made them search for new sources and markets, making their economic borders extend to linking a set of relations with developing countries (Jeff Faux, 2006: 30).

Additionally, Malcolm Waters mentioned that globalization means “all developments that seek, intentionally or unintentionally, to integrate the world's population into one global community” (Waters, 2000: 25).

Further, globalization refers to all the processes by which social relations gain a kind of distance and inseparability, in which life in the world takes place as one place - one small village (International Monetary Fund, 2000).

However, the unacceptable thing is that the identity of other countries has been dominated by these developed countries at all cultural and scientific levels, but they maintained their cultural identity, as globalization was not limited to the financial and economic dimension only, but went beyond that to a vital cultural dimension represented in the sum of beliefs, traditions and values. Also, globalization has made the world a small village since it does not recognize the geographical borders of any country (International Monetary Fund, 2000).

In 1990 Scholar Ronald Robertson stated that globalization is a historical trend towards the shrinkage of the world and an increase in the awareness of individuals and societies of this shrinkage (Robertson, 1990: 33).

Also, the process by which the world is moving towards “unicity” or “global unicity” , the growing "oneness" of the world as a single, socio-cultural place is defined as globalization by Scholar Ronald Robertson (Robertson, 1990: 33).

For Robertson the movement towards unicity can refer to two main features of the human conditions: “rising connectivity across the world” and “global consciousness” (Robertson, 1990: 33).

Moreover, he stated that the analysis of globalization has focused mainly on the swift growth of transformed connections; however, less attention was paid to the progressively common phenomenon of people seeing the world as one place (Robertson, 1990: 33).

Nevertheless, global unicity does not necessarily mean that the world is moving towards a single culture. On the contrary, Robertson confirms that consciousness of differences among people is sharpened with the intensification of globalization (Robertson, 1990: 33).

In brief we can say that globalization is the process of interaction and integration between individuals, companies and governments around the world. This increase in global interactions led to the growth of international trade and the exchange of ideas, beliefs, and culture. Globalization is primarily an economic process of interaction and integration linked to social and cultural aspects. However, controversies and diplomacy are also large parts of the history of globalization and modern globalization.

1.3 Types of Globalization:

Globalization has different types that can be illustrated as follows:

1.3.1 Cultural Globalization:

It is a phenomenon that is influenced by the experience of daily life and the dissemination of goods and ideas, unifying forms of cultural expression around the world as well. Electronics, international travel, and popular culture too, but it is away from bringing anything closer to one-world culture.

James L. Watson stated that cultural globalization is the cultural link between races and societies, or in other words the transfer of customs and ideas from one society to another. Cultural transitions between societies vary in importance and degree of influence. For example: the political, military, cultural and media hegemony in the world belongs to America, and from this point of view we can assert that American culture has a great impact on the culture of world societies by virtue of cultural control (Watson, 2019: 55).

Also, the researcher sees that American culture has a strong influence on the cultures of other societies, and it may be positive or negative since Hollywood films, or what is known as American films, are the leading films in the world of film production.

A notable aspect of cultural globalization is the proliferation of certain restaurants, such as American fast food chains. The most two successful global restaurants and cafes are McDonald's and Starbucks, two US companies often described as examples of globalization, in more than 32,000 and 18,000 different locations around the world, respectively as of 2008.

In 2012 Yacoub Nasserredien discussed that cultural globalization is a comprehensive global formulation, covering various aspects of human activity; it is a new phenomenon that derives its specificity from several value, behavioral developments and intellectual, which appeared obviously during the nineties of the last century. In the beginning of these developments is the openness of various global cultures, and their impact on each other. In fact, never in history has the cultural and civilizational areas, including the most isolated and desiring cultural areas, become as open and exposed as they are today (Nasserredien, 2012: 4).

Moreover, he illustrated that such cultural openness is happening for the first time in history, and does not necessarily include the dissolution of cultures or civilizations into each other. Rather, cultural globalization should preserve the idiosyncrasies and cultures, because this diversity is a source of richness for the global cultural project that can only be revived by the multiplicity of human cultures. Therefore, the ultimate goal of international cultural globalization is to create a single global culture, but rather to create a world without cultural boundaries (Nasserredien, 2012: 5).

Due to the development of the wheel of life and the ease of travel between countries, there is an urgent need for people to know each other's cultures. On the one hand, culture has become an essential factor in communicating with other peoples. On the other hand, peoples should preserve their national culture and not be influenced by other cultures and let them prevail and obliterate their national and cultural identity.

1.3.2 Political Globalization:

Globalization is attempting to impose political domination through economic permeation, media and solidarity, through which the new world order, including Western powers, is trying to impose Western political, cultural and social values and ideas through the prism of globalization

Colin Crouch defined political globalization as “the growing power of institutions of global governance such as the World Bank, the International Monetary Fund and the World Trade Organization” (Crouch, 2015: 65).

Mohanad Barqoq stated that Political globalization is a movement that seeks to make the world rule with the same political logic, with the same value premises associated with the Western conception of human rights, and aims to make all countries rule with the logic of participatory democracy and good governance in the event that they do not conflict with the interests of the dominant powers (Barqoq, 2014).

William R. Thompson defined it as "the expansion of a global political system, and its institutions, in which inter-regional transactions (including, but certainly not limited to trade) are managed" (Thompson, 2007: 36)

Asma Al-Shatti mentioned that political globalization significantly focus on the domination imposed by the world's strong countries over the developing and weak countries by influencing their economies and pushing them to take positions that convince those countries in proportion to attaining their interests and ideas, without looking at public opinion in the weak countries, which results in stirring up unrest and turmoil, i.e. Political globalization will contribute to instability and confusion (Al-Shatti, 2004: 14).

Manfred B. Steger in turn wrote that it "refers to the intensification and expansion of political interrelations across the globe" (Steger, 2003: 27).

Al-Sayed Ahmed Omar regards that political globalization means that the state is not the only actor on the global political stage, but there are multinational bodies, global organizations, international groups and other active organizations that aims to attain more overlap, interdependence, international integration cooperation and (Omar, 2000: 44).

Anthony Giddens believes that the state will be strengthened by political globalization, and it will have to rebuild its identity, and what will weaken is the importance of states only, but their methods will change (Giddens, 1999: 105).

Moreover, he affirms that the importance of states remains, its governance is in a state of change, and the external appearance of the nation-state is also in a state of change, and it is compelled to rebuild its identity. Notice what is happening in England, for giving the right of independence to Scotland and Wales is part of a reaction to the effects of globalization (Giddens, 1999: 106).

Finally, Castells, M does not accept the demise of the state within the acceptance of the possibility of being affected by globalization, by the political globalization movement, and changing its role. He believes that globalization does not work in the context of reducing the capabilities of states, but also prepares the ground for their strengthening (Castells, 1997: 99).

The researcher concludes that political globalization is trying to impose the domination of great powers over the small powers. Some western writers support political globalization as it enables their countries to impose its policies over the developing countries. Whereas eastern writers, particularly Arabic writers, do not support it since it undermines the political role of their countries and leads to the imposition of foreign policies that will control their future.

1.3.3 Economic Globalization:

Economic globalization means the rapid exchange of goods and services due to the abolition of trade barriers between countries. Such abolition leads to the appearance of International Trade Organization in 1995 that seeks to make the trade easy and available between all countries.

Economic globalization has grown at high rates in the past thirty years as a result of the integration of advanced economies with less developed economies, through foreign direct investment, and the reduction of trade barriers. This happened through prior arrangements between countries within the framework of the General Agreement on Tariffs and Trade (GATT), which was formed in 1947, and evolved into what is known today as the World Trade Organization (WTO), which made these countries reduce Trade barriers between them, low tariffs, and curbs on government subsidies for locally manufactured goods.

Economic globalization means the flow of capital across borders and the nonstop and expanding extension of the borders of mutual markets between nations, and it refers to the expanding economic interdependency between the nations of the world, as a result of the movement of services and goods across the borders of nations. (Al-Hayari, 2018).

Further, Iman Al-Hayari stated that economic globalization is a profound interdependency and interaction between economies through international banks and multinational companies with the expanding part of the World Bank and the International Monetary Fund, and this interdependence takes place through worldwide production, trade, financial deals and others (Al-Hayari, 2018).

Paul Sweezy stated that economic globalization could be a historical capitalist process in which the production line is changed from the circle of globalization of trade, dissemination, marketing and exchange to the circle of globalization of capital production with the globalization of productive capital and capitalist strengths and relations of production, which leads to subjecting the full world to the capitalist framework is beneath the authority, mastery and course of the worldwide and central capitalist forces and the rule of the comprehensive and unmistakable framework of trade, for the good thing about the progressed capitalist economies (Sweezy, 2009: 100).

Roge Jarody regards economic globalization as a system that enables the powerful to impose inhumane dictatorships that allow preying on the weak under the pretext of free exchange and freedom of the market (Jarody, 2008: 9).

Mohammed Al-Atrash in his book “The Challenges of Economic Globalization” mentioned that economic globalization means The integration of the world’s markets into the fields of trade, direct investment, and the transfer of funds, manpower, and cultures within a framework of free market capitalism (Al-Atrash, 1998: 77)

In brief economic globalization is the wide spread of capitals across the international borders, and the continuous and increasing expansion of financial markets among the countries of the world. It led to the spread of equal wealth in various parts of the world, as well as working to reduce international conflicts and based on increasing the efficiency of markets; because globalization increases the competitiveness of traders in different regions.

Nevertheless, some writers stand against it since it leads to the absence of the role of local institutions in some countries. Moreover, the foreign exchange rate increased, and the rates of their circulation increased, at the expense of other currencies.

1.4 Linguistic Consciousness

The term linguistic consciousness became a common phenomenon and captivates different scholars. Nowadays we are able to analyze any image by means of linguistic consciousness.

Language is a basic feature of humans. Other creatures do not have the capacity to understand the language. What makes humans are different from other creatures is that humans can learn complex linguistic rules simply and without requiring optional conscious attempts. Thus, many reasons have been mentioned to make us reckon that language is mainly related to the human ability to understand language.

Language and consciousness are twins and one cannot exist without another. Linguistic consciousness is not related only with linguistics, but rather with psychology and philosophy. Hence, different definitions and explanations are stated.

According to the Uzbek linguist N. Mahmudov: “Indeed, every nation has its own way of seeing, its own cognitive discipline, in general, its own principle of thinking. That is why the simple concepts of “national consciousness”, “national thinking”, “national feeling” have been giving power and coverage to the light in the heart of the human child for thousands of years. The essence and function of language are often interpreted in a very vague way. As if language is a social phenomenon that is the most important means of communication. The fact that language is a means of communication is just one of its many functions. In fact, language is, first of all, a means of seeing, hearing, knowing, perceiving the world. At the same time, we must not forget that language is a spiritual, aesthetic phenomenon.” (Mahmudov, 2012: 10).

Psycholinguistic proves to be extremely effective in studying phenomena that are popular lexemes in the linguistic consciousness of respondents.

According to the concept of the Moscow Psycholinguistic School, linguistic consciousness is usually understood as a set of images of

consciousness externalized with the help of linguistic means - words, free and stable phrases, sentences, texts and associative fields (Tarasov, 2010: 55).

Linguistic consciousness is viewed as “the aggregate of psychological mechanisms of speech generation and understanding, as well as retaining the language in consciousness, i.e., mental mechanisms that underlie a person’s speech activity” (Sternin & Popova, 2007: 250).

A. A. Leont'ev stated that linguistic consciousness is a set of structures of consciousness, in the formation of which social knowledge related to linguistic signs was used (cited from: [Ufimtseva, 2003:103]).

Linguistic consciousness as a reflection of ethno social and cultural reality is considered by N.V. Ufimtseva as “the cultural development of consciousness begins from the moment a child is born and takes place not according to biological laws, but under the influence of the learning system, historically and culturally conditioned” (Ufimtseva, 2003: 102).

In the light of these definitions, the researcher defines linguistic consciousness as the first image or reaction that comes to the mind when we see or hear a word or stimuli. People may acquire it through the experiences they live in the society. It can view the problem not only from a linguistic view, but rather from a psychological view.

1.5 The object of the research:

This current research aims at identifying the image of globalization in linguistic consciousness of Iraqi and Russian teachers.

The limitation of the research:

The current research is determined by:

- 1- Iraqi teachers at Iraqi universities (Al-Qadisiyah University and Uruk University)
- 2- Russian teachers at South Ural State University for the academic year 2021-2022

The hypothesis of the research:

There is no statistically significant difference in the image of globalization in linguistic consciousness between Iraqi university teachers and Russian university teachers.

Key Terms:

The researcher considers it worthwhile to explain the meaning of some of the key terms used in this research, in particular – globalization, linguistic consciousness, and verbal behavior.

Cambridge dictionary defined globalization as supporting the commercial sector throughout the world; specifically, through large establishments that produce services and goods within many and varied countries (Cambridge dictionary, 2017).

Globalization is defined as working to generalize a civilized pattern that pertains to a particular country to all countries of the world (Bakna, 2014).

Tomas Fredman regards globalization as dominating the world and brings it into one form. Furthermore, he sees that globalization has a significant impact on our religious, social and cultural life. Globalization

necessarily means: penetration of the local cultural structure, and the exacerbation of the risks of cultural appropriation, invasion and colonization, but rather the dangers of erasing identity and stripping personal privacy that nations still sacrifice lives in order to preserve it (Fredman, 2010: 60).

From the point of view of Amir Al-Asmari globalization means American hegemony over the world's economies by eliminating the authority and power of the nation-state in the economic sphere; So that the country becomes at the mercy of the International Monetary Fund, when it begs for aid and assistance through the portal of loans with unfair conditions, and is subject to the control of monopolies and major American companies on the economy of countries (Al-Asmari, 2010).

Linguistic consciousness is “the aggregate of psychological mechanisms of speech generation and understanding, as well as retaining the language in consciousness, i.e., mental mechanisms that underlie a person’s speech activity” (Popova & Sternin, 2007: 32). It should be noted that this approach describes linguistic consciousness from the perspective of psycholinguistics, science with the human linguistic consciousness in the context of its psychological reality as an exclusive object of study (Sternin & Rudakova, 2011: 78). The associative field obtained in the course of association experiment is “not only a fragment of the verbal memory of a human being, but also a fragment of the image of globalization shared by a particular ethnos, reflected in the consciousness of an average representative of some particular culture, their motives and judgments, and, consequently, cultural stereotypes” (Ufimtseva 2003: 98). The scope and nature of reactions in associative fields tell us a lot about the word usage, revealing the content of the word which is psychologically common among the native speakers of the language.

Verbal behavior refers to behavior that includes verbal reactions, such as speaking, reacting to words, remembering verbal material, etc. In the framework of our research, verbal behavior is applied in a rather limited way, i.e. as written reactions to the stimulus words.

1- Methodology

In the process of studying the image of Globalization, existing in the linguistic consciousness of Iraqi and Russian teachers, the researcher used experimental psycholinguistic methods:

- 1) The method of associative experiment
- 2) Analytical and comparison method.

The listed methods are widely used in psycholinguistics in the process of mass experiments in linguistic consciousness; their effectiveness has been repeatedly confirmed by the work of scientists of the Moscow Psycholinguistic School.

At the researcher point of view, the totality of the above psycholinguistic methods will make it possible to determine the basic characteristics of the image of **Globalization** in linguistic consciousness of Iraqi and Russian teachers. The method of associative experiment will make

it possible to reveal free uncontrolled unconscious representations of globalization.

Research Community

The research community was limited to teachers of the College of Arts - University of Qadisiyah and Uruk University, and their number was (---) teachers in the College of Arts (number) and Uruk University (number).

No.	
Number of teachers at Qadisiyah University- College of Arts	105
Number of teachers at Uruk University	150
Number of teachers at South Ural State University	400
Total number	655

Table No.1

Research Sample:

To achieve the objectives of the research and after limiting the total population of the research, the researcher chose a sample by the simple, random method. The number of teachers at the University of Qadisiyah - College of Arts was (25), the number of teachers at Uruk University (75), and the number of teachers at South Ural State University (100). Table No. 2 shows the distribution of the research sample:

No.	
Number of teachers at University of Qadisiyah- College of Arts	25
Number of teachers at Uruk University	75
Number of teachers at South Ural State University in Russia	100
Total number	200

Table No.2

Research instrument

Open Questionnaire

The researcher prepared an open questionnaire (Appendix No. 1 and 2 in Arabic and Russian) that included an open question in which 10 words were included, and the research sample was asked to write down his first reaction that comes to his mind when he sees stimuli. Time limits were fixed in 20 minutes

2: The Analysis of Image “Globalization” in Linguistic Consciousness of Iraqi Teachers

In this chapter the researcher is going to analyze the results of the associative experiment among Iraqi teachers. The associative field of the image globalizations consists of 100 answers with 52 different responses, where the diversity coefficient (kp) equals to 0,52. According to the linguistic classification the researcher can select four main types of reactions:

- 1- Nouns 56% development, progress, technology, knowledge, philosophy, science, openness, culture, spread, money, capitalism, dream, rescue, future, invasion, domination, ignorance, destruction, mess, game, lie, limitation, loss, diving, betray, hatred;
- 2- Word-combinations 30% great development, scientific knowledge, cultural spread, opening up to the new world, international subscription, economic flourish, private sector, making the world one village, acceptance of universal government, universal arrangement, entrance of western culture, domination of certain countries, no comment, no information, no described phenomenon, greatest devil, psychiatric illness.
- 3- Adjectives 11% useful, deep, ambiguous, useless, unsafe, bad;
- 4- Adverbs 3% nothing.

The most frequent reactions for Iraqi teachers that comprise the base for the image globalization are the associations: development (5), technology (4), openness (4), and making the world one village (4). The researcher can depend on the data in order to build several semantic groups:

- 1- Semantic group of development: Development (5), Great Development (2), Progress (2).
- 2- Semantic group of science: Technology (4), Knowledge (2), Philosophy (2), Scientific Knowledge (1), Science (1).
- 3- Semantic group of culture: Openness (4), Culture (3), Cultural Spread (2), Opening up to the new world (2), Spread (2), International Subscription (2).
- 4- Semantic group of economy: Money (2), Economic Flourish (1), Private Sector (1), Capitalism (1).
- 5- Semantic group of future: Dream (3), Useful (2), Rescue (2), Future (1).
- 6- Semantic group of world: Making the world one village (4), Acceptance of universal government (2), Universal Arrangement (1).
- 7- Semantic group of domination: Invasion (2), Entrance of Western Culture (2), Crafting Ideology of Western Culture (2), Domination (1), Domination of Certain Countries (1).
- 8- Semantic group of ignorance: Ignorance (4), Nothing (3), No comment (2), not described Phenomenon (1), No Information (1)
- 9- Semantic group of destruction: Destruction (3), Mess (2), Limitation (2), Loss (1).
- 10- Semantic group of ambiguity: Deep (2), Diving (1), Ambiguous (1), Game (1)
- 11- Semantic group of badness: Bad (2), Useless (2), Unsafe (2), Betray (2), Hatred (2), Lie (1), Horrible (1), Greatest Devil (1), Psychiatric Illness (1).

To sum up, globalization plays essential role in developing and progressing the countries. It is associated mainly with development, great development, and progress, since Iraqi teachers reckon that globalization leads to make the countries developed. The represented image is described as technology and science in the minds of its advocators who believe that

globalization makes the world technologically developed thus, people can improve their knowledge. The analyzed image is viewed as culture and openness to show that globalization leads to the openness of people towards different cultures hence, people will be able to communicate with other people. The image is shown as money and economic flourish to show that globalization is related mainly with the economy, which leads to increase the country's wealth. Globalization is dream and future in the eyes of people who wish to achieve their dreams and aims by seeing other cultures and societies. Some teachers believe that globalization seeks to make the world one small village governed by one ruler. Not all teachers have sufficient idea about globalization hence; it is viewed as no comment, nothing, and no information. Globalization has deep meaning, which makes its understanding ambiguous. The majority of the reactions are positive; nevertheless there are negative reactions such as destruction, useless, bad, and loss, since some teachers consider that globalization leads to erase the national culture and destroy the countries' economy by controlling and dominating their people and wealth. Further, certain teachers are afraid of globalization, they regard it as horrible and greatest devil to reflect their worries and fears about the invasion and dominance of another culture upon their own culture.

3: The Analysis of Image “Globalization” in Linguistic Consciousness of Russian Teachers

In this chapter the researcher is going to analyze the results of the associative experiment among Russian teachers. The associative field of the image globalizations consists of 100 answers with 37 different responses, where the diversity coefficient (kp) equals to 0,37. According to the linguistic classification the researcher can select four main types of reactions:

- 1- Nouns 67% Knowledge, Science, Development, Power, Opportunity, Value, World, Money, Future, Success, Benefit, Work, Technology, Progress, Domination, Necessity, Aim, Economy, Spread, Dream;
- 2- Word-combinations 17% Way to power, Interconnected world, Making the world one village, A step forward, Social need, Universal government, Social science;
- 3- Adjectives 12% Important, Necessary, Useless, Good, Useful, Bad, Global, Universal;
- 4- Verbs 4% To dominate, To invade.

The most frequent reactions for Russian teachers that comprise the base for the image globalization are the associations: knowledge (10), science (8), development (7), and world (5). The researcher can depend on the data in order to build several semantic groups:

- 1- Semantic group of science: Knowledge (10), Science (8), Social science (4);
- 2- Semantic group of development: Development (7), Technology (5), Progress (4), A step forward (3), Spread (2);

- 3- Semantic group of necessity: Important (2), Necessary (2), Necessity (2), Social need (2);
- 4- Semantic group of power: Power (2), Way to power (2);
- 5- Semantic group of future: Future (4), Dream (2), Success (2), Benefit (2), Useful (2), Good (2), Aim (1), Opportunity (1);
- 6- Semantic group of world: World (5), Interconnected world (2), Making the world one village (2), Universal government (2), Global (1), Universal (1);
- 7- Semantic group of economy: Work (3), Economy (2), Money (2), Value (1);
- 8- Semantic group of domination: To dominate (3), Domination (2), To invade (1);
- 9- Semantic group of badness: Useless (1), Bad (1).

In brief globalization is related mainly with knowledge as it grants science and social science by adopting new methods of teaching and technology. The analyzed image has a huge connection with development since it enables the countries to be opened to the world, thus; technological progress will improve the people's income and increase the living standards. Necessity and importance are one of the main features of globalization in the minds of Russian teachers who desire to be opened to the new cultures. The described image is related with power since it makes the countries more powerful by imposing their policies upon other countries. The image is characterized by future and dream as globalization is considered as an aim for countries which want to keep pace with development. Russian teachers see that globalization is an interconnected world since globalization aims to make the world a small village connected by satellite. The studied image is described as economy and money because globalization opened the way for the development of the labor market, which led to the development of the economy. The image is associated directly with domination owing to the fact that some Russian teachers reckon globalization as one of the forms of domination over the policies and economics of countries, as well as the destruction of their internal economy. The general connotation of the image is positive like good and useful. However, there are negative reactions like useless and bad to show that globalization led to the entry of other cultures that contributed to the erasure of the national cultures of some countries.

4: The Similarities and Differences of the semantic groups between Iraqi and Russian Teachers

4.1 Similarities and differences

In this chapter, the researcher will find out the similarities and differences in perception of the studied image in the linguistic consciousness of Iraqi and Russian teachers. The hypothesis of the research was that there is no difference in the concept of linguistic consciousness of the image of globalization among Iraqi and Russian teachers. Through the findings of the research, it was found that there is a difference in linguistic consciousness between Iraqi and Russian teachers as follows:

Similarities	Differences	
	Iraqi	Russian
Development		
Science	Culture	Necessity
Economy	Ignorance	Power
Future	Ambiguity	
World	Destruction	
Domination		
Badness		

(Table 1. The semantic groups of image **globalization** for Iraqi and Russian teachers)

To draw up the conclusion globalization for Iraqi and Russian teachers is presented as development since it reflects the rapid progress in societies such as the development of technology, factories, construction, and transportation, as well as increasing the countries' income level. Globalization is viewed as science for both teachers as globalization makes the countries opened to adopt new methods of teaching and new sciences. The image is related with economy because globalization opened the way for the development of the labor market, which led to the development of the economy, and increasing the countries' wealth. Future is one of the main features of globalization for both teachers due to the fact that globalization is considered an aim and dream for countries that desire to keep pace with development. The image is described as world owing to the fact that globalization seeks and aims to make the world one small village connected by satellite. Globalization is viewed as domination and invasion to reflect the attitudes of some countries that aim to dominate their own policies and orders upon the weak countries. Some Iraqi and Russian teachers reckon that globalization is useless and bad to show that some teachers do not advocate globalization as it has negative implications on the local culture. As for the differences, the image is related mainly with culture for Iraqi teachers who desire to be opened and communicate with other cultures and societies. Not all Iraqi teachers have sufficient information and ideas about globalization; hence it is viewed as nothing, no information, and no comment. The studied image has a profound meaning; thus it is presented as ambiguous and deep to show that globalization requires deep thinking and intensive study to express its meaning. Globalization represents a colossal complication for its opponents who believe that globalization leads to erase the national culture and adopt new western habits. As for Russian teachers, globalization represents a necessity in the eyes of teachers who desire to be opened to other cultures and develop their country. The described image is viewed as power to show that globalization makes the countries strong and powerful.

5. Conclusion

Based on the results the researcher has come up with above, the researcher has reached the following conclusion:

- 1- As for globalization, it is defined as making something international; it often means making something suitable, understandable, or

accessible to different countries of the world. Furthermore, we have stated that there are three types of globalization, they are:

- a) Cultural globalization which is described as the cultural link between societies and races, or in other words the transfer of ideas and customs from one society to another.
- b) Political globalization which is stated as a movement that aims to make the world rule with the same political logic, with the same value premises associated with the Western conception of human rights, and aims to make all countries rule with the logic of participatory democracy and good governance in the event that they do not conflict with the interests of the dominant powers.
- c) Economic globalization which is understood as the rapid exchange of goods and services due to the abolition of trade barriers between countries.

2- The researcher has introduced that linguistic consciousness is defined as the first image or reaction that comes to the mind when we see or hear a word. The respondent's reaction or answer is affected by the environment and experience in the society that he lives in. We used free associative experiment to obtain the results of our experiment, which can be given either orally or in a written form. Time was limited to 15 minutes; thus the respondents were asked to fill down a questionnaire by writing their first reaction that comes to their minds when they see or hear a word.

According to the linguistic classification of the image of **globalization** for the Iraqi teachers is dominated by nouns 56%, word-combination 30%, adjectives 11%, and adverbs 3%, as for the Russian teachers it is also dominated by nouns 67%, word-combination 17%, adjectives 12%, and verbs 4%. The semantic classification of the image for the Iraqi teachers is characterized by positive reactions like development (تطور), science (علم), Economy (اقتصاد), future (مستقبل), world (عالم). Nevertheless, there are negative reactions like psychiatric illness (امراض نفسية), domination (هيمنة), useless (بلا فائدة), Betray (خيانة), hatred (كراهية), greatest devil (الشيطان الاكبر), horrible (مرعبة), lie (كذبة). As for Russian teachers the image is also characterized by positive reactions like knowledge (знание), science (Наука), development (Разработка), technology (Технологии), spread (распространение), necessary (Необходимый), dream (мечта), future (Будущее), power (Сила), world (Мир), success (Успех). However, Russian teachers have less negative reactions than Iraqi teachers such as bad (плохой) and useless (бесполезный).

3- Suggestions:

The researcher hopes that the analysis that we have presented here suggests more useful and accurate information and ideas about the image of globalization. In addition, this research can be taken as a basis for further investigation of the image because it is unique since it is the first attempt to compare the image of globalization between Iraqi and Russian teachers. The researcher suggests conducting similar studies for the same image on

other samples. As well as conducting other surveys of the concept of globalization in different samples.

4- **Recommendations:**

The researcher recommends conducting seminars on the concept of globalization and its impact on society and alerting about its benefits and risks

References:

1. Al-Sayed Ahmed Omar. Globalization Media and Its Impact on Consumers, Arab Future magazine, 23rd year, No. 256, May 2000.
2. Anthony Giddens. Runaway World: How Globalization is Reshaping Our Lives. Routledge. 1999.
3. Asma Ahmed Al-Shatti. Political Globalization. Al-Qabas Journal. Kuwait. 2004.
4. Castells M. The power of identity ". Oxford : Black well. 1997.
5. Colin Crouch. "Democracy and Capitalism in the Wake of the Financial Crisis". In Edwin Amenta; Kate Nash; Alan Scott (eds.). The Wiley-Blackwell Companion to Political Sociology. John Wiley & Sons. p. 487. ISBN 978-1-4443-5507-9. 2012
6. Iman Al-Hayari. Concept of economic globalization, 12-08-2018
7. IMF Staff. Globalization: Threat or Opportunity? 2000.
8. James L. Watson. "Cultural globalization" britannica, Retrieved 27/5/2019
9. Jeff Faux. The Global Class War: How America's Bipartisan Elite Lost Our Future - and What It Will Take to Win It Back Paperback – December 1, 2006
10. Mahmudov, N. The golden box of our language. Tashkent: Gafur Gulom Publishing House, 2012. P. 10
11. Malcolm Waters. Globalization. Routledge. 2000.
12. Manfred B. Steger. Globalization: A Very Short Introduction. Oxford University Press, UK. p. 57. ISBN 978-0-19-153938-1. 2003.
13. Muhammad al-Atrash, The Challenges of Economic Globalization, Arab Future Magazine, Issue 260, Center for Unity Studies 1Al Arabiya, Beirut, October, 2000.
14. Paul Sweezy quoted in Muhammad Nabil Al-Shimy. Globalization and the Global Economic Crisis, The Civilized Dialogue, website, No. 2533, 21/01/2009.
15. Peterson Institute for International Economics. What is Globalization? 2020
16. Popova, Z. D. & Sternin I. A. (2010). Semantiko-Kognitivnyi Analiz Yazyka [Semantic and Cognitive Analysis of Language]. Voronezh: Istoki.
17. Roge Jarody quoted in Eng. Abu Bakr Assaf, Globalization and its Destructive Economic Effects on Islamic Countries and the World, Al-Wa'i Magazine. 1 . magazine An intellectual and cultural university, No. 262, 2008

18. Sternin, I. A., & Rudakova, A. V. Psikholingvisticheskoie Znachenii Slova i Yego Opisanii [Psycholinguistic Meaning of the Word and Its Description]. Voronezh: Lambert [in Russian]. 2011.
19. Tarasov, E.F. Obraz Rossii: metodologiya research [Image of Russia: methodology of research]. Questions of psycholinguistics – Journal of psycholinguistics, 4, 69–73. 2006 [in Russian].
20. Ufimtseva, N. ‘Obraz mira russkikh: sistemnost i sodержaniie [Image of the world of Russians: the systemic characteristics and the content]’. Yazyk i Kultura – Language and Culture. 2003. pp. 98-111 [in Russian].
21. William R. Thompson. Globalization as Evolutionary Process. Routledge. 2007.
22. World Tourism Organization, 2015
23. Yakoub Nassereddien. Another Concept of Globalization. Middle East University, Jordan. 2012.
[https:// dictionary.cambridge.org](https://dictionary.cambridge.org)
<http://wdcoleman.uwaterloo.ca/article/roland-robertson>
<https:// politics-dz.com>
<https://ar.islamway.net/article/> Tomas Fredman, 2010
<https://ar.islamway.net/article/> Amir Al-Asmari, 2010. The dangers of globalization are upon us
<https://mawdoo3.com>
<https://meu.edu.jo/news>
<https://www.alqabas.com/article/164340>
<https://www.alqiyady.com>
<https://www.alukah.net/spotlight/0/74431/> Mubarek Amir Bakna, 2014

Appendix:

Questionnaire No. 1 shows the research community

	التعليم
	الوقت
	السفر
	الشمس
	العولمة
	الاب
	الجامعة
	النقود
	القلم
	العُمر

Questionnaire No. 2 shows the research community

Образование	
Время	
Путешествие	
Солнце	
глобализация	
Отец	
Университет	
Деньги	
Ручка	
Возраст	